DOCUMENT RESUME

ED 154 824 IR 005 972

AUTHOR	Ducote, Richard L.
TITLE	Learning Resources Centers: Best of ERIC. A Selected, Annotated Bibliography.
INSTITUTION	Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Dec 77
GRANT	NIE-R-76-0027
NOTE	72p.
AVAILABLE FROM	Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-19; $3.50)
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Annotated Bibliographies; *Audiovisual Centers; Career Education; College Libraries; *Instructional Materials Centers; Junior College Libraries; Library Administration; Media Specialists; *Resource Centers; School Libraries; University Libraries
IDENTIFIERS	ERIC; Information Analysis Products

ABSTRACT

This selected annotated bibliography lists almost two hundred documents, added to the ERIC data base since 1972, which deal with adaptations of the learning resources center concept to specific situations. The bibliography is divided into ten sections: (1) elementary and secondary schools; (2) colleges and universities; (3) personnel and training; (4) resources in career education; (5) ethnic minorities; (6) environmental, health, and military resource centers; (7) combined public and school libraries; (8) budgeting; (9) production and equipment; and (10) facilities. A wide range of types of materials includes guidelines for planning, day to day operations, materials selection, evaluation, and administrative and technical processes. (Author/STS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED154824

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

LEARNING RESOURCES CENTERS:

BEST OF ERIC

A Selected, Annotated Bibliography

by

Richard L. Ducote

IR005972

ERIC Clearinghouse on Information Resources
Syracuse University
December 1977

Dr. Richard L. Ducote is the Dean of Learning Resources at the College of DuPage, Glen Ellyn, Illinois.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, United States Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Prior to publication, this document was submitted to faculty members from the Area of Instructional Technology and the School of Information Studies, Syracuse University, Syracuse, N.Y. for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the reviewers or the National Institute of Education.

Prepared under Grant No. NIE-R-76-0027.

TABLE OF CONTENTS

	Page
Introduction	1
Elementary and Secondary Schools	
General	7
Program Descriptions	17
Guidelines for Implementation and Evaluation	22
Bibliographies and Information Sources	28
Colleges and Universities	
General	29
Four-Year Colleges and Universities	30
Community and Junior Colleges	36
Personnel and Training	45
Special Listings	
Resources in Career Education	53
Ethnic Minorities	56
Environmental, Health, and Military Resource Centers	58
Public and School Libraries	60
Budgeting	62
Production and Equipment	64
Facilities	65
How to Order ERIC Documents	69

INTRODUCTION

The increasing acceptance of and interest in the learning resources center concept since the publication of The Best of ERIC: Learning Resources Centers in March 1973 has resulted in a wide variety of projects adapting this concept to specific situations. This new edition is designed to serve as an overview of these developments through the selection of representative documents. The selection criteria and organization of the bibliographical section are outlined as a guide to the user.

A preliminary search of the data base for post-1972 documents on learning resources centers turned up only a small number of documents using that term as free text; however, since there have been a variety of other names in vogue in the past several years, these related terms were used as descriptors for a more complete search. Criteria for selection and choice of categories were dictated by the materials available in the data base. This new edition has been set up as a user manual for professional personnel in the learning resources field. An important consideration in making the selection was that this edition should be complete enough to be useful without being overwhelming in length.

Relevant documents in ERIC were found under these descriptors: Audiovisual Centers, Information Centers, Learning Laboratories, Instructional Materials Centers, and School Libraries. The documents include a wide range of materials: guidelines for planning, day to day operations, materials selection, cataloging, budgeting, evaluation and self-evaluation, library skills for students, the school LRC as part of a statewide information network, federal funding, and special subject resource centers, e.g., careers, minorities, teacher education. Guidelines for materials selection include print and non-print for standard collections as well as

specialized materials, e.g., drug abuse information centers, teaching materials for exceptional children, and bibliographies of materials on specific ethnic groups.

Selection Criteria

Since the preponderance of material was in the school media field and related fields, the author decided to adopt the following definition of learning resources centers as developed by the Association for Educational Communications and Technology and the American Association of School Libraries:

> An area or system of areas in the school where a full range of information sources, associated equipment, and services from the media staff are accessible to students, school personnel, and the school community.[1]

A review of the citations revealed that most of the prime material within the above guidelines fell within type of institution categories and specialized categories in useful topical areas. The following outline represents those categories that included the most useful materials:

I. School Media Center Programs

II. College and University Learning Resource Programs

III. Public Library Media Programs

IV. Production and Equipment

V. Budgeting

VI. Facilities

VII. Personnel and Training

VIII. Miscellaneous

---

[1] Media Programs: District and School, 1975, p.111.

Although the citations dealing with Public Libraries were very limited, these were included as a separate category to point out the fact that little of literature concerns media in public libraries. Also, the inclusion of several items on combining school and public libraries offers a good look at a topic that has been discussed for some time.

A special category was established to include important items that did not fall logically into the other type-of-library or specialized categories. These documents deal with learning resources related to minorities, allied health programs, careers, military, and environmental education.

In identifying material not to be included, the author was faced with the significant challenge of isolating these categories and giving a rationale for their exclusion. Keeping in mind that this publication is a state-of-the-art publication, these criteria for exclusion were developed:

1. Highly specialized or esoteric material that would be of little use to the general practitioner in learning resources.
2. Material dealing with federal funding of special governmental programs.
3. Computer produced catalogs of material which showed little applicability to the typical learning resources situation.
4. Specialized teaching programs, e.g., reading, math skills, etc.
5. All actual lists of materials and bibliographies which were just too voluminous to cover in this publication.
6. All foreign (other than Canadian and British) material which would be of limited use.
7. Materials strictly related to the formal accreditation process of library/learning resources centers.
8. Any material dealing with a single format of media, e.g., slides, transparencies, etc.
9. Material dealing exclusively with statistics.

10. Teacher training materials.

11. Materials dealing with curriculum materials related to teacher training.

12. Materials on statewide master plans for the development of learning resources.

13. All materials dealing only with copyright.

14. Annual reports of various types.

The 192 citations selected represent a considerable expansion over the 1973 edition, and give a much more comprehensive coverage of documents entered in the system since 1972.

Guide to the Bibliography

Section One (Elementary and Secondary Schools) explores the concepts of open school centers as opposed to traditional school resource centers, the integration of multi-media devices and their role in curriculum, the development of a resource center from conception through implementation, the design of instructional materials centers and their philosophy, and the media library and its relationship to society's demands. This section also studies problems of library administration, censorship, the characteristics of a quality media center, development of district and area media programs, problems with staffing and budgets, and some recommendations of different media formats.

Section Two (Colleges and Universities) offers a look at the learning resource center in relation to faculty, community and students. Evaluation seems to be important in existing centers, while criteria for planning a college and university learning resource center are suggested, including management, decentralization, control, budgeting, and staffing. The question of technology is confronted in some recommendations for its

integration into the learning center. Other issues include the librarian's more active role in education, the employment of self-pacing instructional units and the copyright and ownership status of those in-house materials.

Section Three (Personnel and Training) examines the functions of a media specialist, a media paraprofessional, the characteristics of learning center directors, and the future role of professional media personnel in the educational process. The section also covers such issues as in-service training programs, media supervision and copyright.

Section Four (Resources in Career Education) covers a broad spectrum of topics including the development of a career guidance resource center with recommendations about personnel and materials evaluations. Accommodation of special groups such as women and the mentally retarded within the guidance center is discussed.

Section Five (Ethnic Minorities) dwells mostly on the new learning and historical resource centers provided for the American Indian by the Bureau of Indian Affairs. These documents concentrate on media use and support of Indian rights, and serve as an educational core for Indians in high schools and universities around the country. The establishment of resource centers concentrating on the Black American's contributions to this country's past and present and educational opportunities for the Eskimo are also presented.

Section Six (Environmental, Health, and Military Resource Centers) focuses on performance oriented learning center programs within the field, and an interesting mobile laboratory for an experimental environmental education program is outlined including materials, equipment, and objectives.

Section Seven (Public and School Libraries) explores the consolidation or cooperation of the public and school libraries. Some recommendations for combining the two have been made, depending on the size of the community population. For the most part, there is a separate but cooperative effort in such areas as loans, joint ordering, and processing of materials.

Section Eight (Budgeting) covers the consolidation of fragmented media budgeting areas.

Section Nine (Production and Equipment) includes a study on operational and budgetary planning data for libraries and audiovisual centers and a discussion of cost accounting for audiovisual productions.

Section Ten (Facilities) focuses on planning for new media centers or renovation of existing facilities, with emphasis on effective space utilization, space planning problems, and providing for adequate sound insulation and good viewing conditions in new schools. Checklists and guidelines for facility planning are included.

Most of the documents listed are available from the ERIC system. However, items that are starred twice (**) are available from ERIC only in microfiche. Items that are starred once (*), although not available from ERIC, can be ordered from the source listed with the full document description in Resources in Education (RIE).

Each document is listed and described only once, under the heading which reflects its primary emphasis, and citations are numbered consecutively through the bibliography. Related materials from other sections are listed by citation number at the end of each section.

ELEMENTARY AND SECONDARY SCHOOLS

General

1. Barber, Raymond W. "Media Services in Open-Education Schools," Drexel Library Quarterly, 9(3): p. 1-96, July 1973. ED 093 362.

   Articles in this issue discuss media services, media specialists, open schools, teachers, school children, and all their interrelationships, as well as challenges and problems of open school media services and the views of architects and media specialists.

2. Baas, Alan M. Libraries and Instructional Materials Centers. Educational Facilities Review Series Number 13. Eugene, Ore.: ERIC Clearinghouse on Educational Management, 1973. 10p. ED 072 504.

   The Instructional Materials Center (IMC) is an organizational solution for integrating traditional library services with the variety of multimedia devices and materials necessary to contemporary educational practice. This literature review includes discussions of library design with useful information on multimedia accommodations as well as documents attempting to define the IMC and its new roles in relation to educational practice and facilities.

3. Belland, John C. 1984 is Only Nine Years Away; Will School Media Programs Humanize or Dehumanize Schooling. Paper presented at the Educational Technology Fair, Baltimore, Md., April 9, 1975. 11p. ED 112 863

   If the school media center is to fulfill its future goal, all forms of media should effectively merge with the curriculum and the instructional system for the benefit of the learner. Future learning centers should be designed for the retrieval of materials rather than storage, and for the convenience of the patron rather than the staff.

4. Beswick, Norman W. School Resource Centres, The Report of the First Year of the Schools Council Resource Centre Project. London: School Council, 1972. 103p. ED 071 719.*

   The charge of this project was to identify the various problems facing schools and authorities wishing to develop resource centres. This report focuses on indexing, storage, and retrieval systems.

5. Buckingham, Betty Jo. Plan for Progress in the Media Center; Bibliography Update. Des Moines, Iowa: State Department of Public Instruction, Educational Media Section, 1974. ED 101 739.

This supplement to the Iowa Department of Public Instruction bibliography series published in 1969 and 1970 is divided into six subject categories: (1) standards (cites the original series), (2) planning, (3) administration, (4) selection, (5) organization, and (6) instruction. New citations span the period 1968-1974.

6. Coursen, David. Use of Instructional Media in the Schools. NAESP School Leadership Digest Second Series, Number 10. ERIC/CEM Research Analysis Series Number 25. National Association of Elementary School Principals, Washington, D. C., and ERIC Clearinghouse on Educational Management, 1976. 95p. ED 123 763.

The term "media" as used here refers to printed and audio-visual forms of communication and their accompanying technology. Media programs are growing in importance because of the role of media in human communication and the pivotal role of media in individualized instructional programs. An effective Instructional Materials Center (IMC) must be designed properly, run by a media specialist, and supported by trained teachers and knowledgeable principals.

7. Davies, Ruth Ann. The School Library Media Center; A Force for Educational Excellence. Second edition. New York: R. R. Bowker Co., 1974. 484p. ED 086 163.*

Relating the library program to today's educational goals, this book details the design of the media center and the role of the library media specialist in curriculum development and support.

8. Delaney, Jack J. The Media Program in the Elementary and Middle Schools; Its Organization and Administration. Hamden, Conn: Shoe String Press, 1976. 222p. ED 119 688.*

This text focuses on the administration of libraries and media centers in elementary and middle schools. In addition to the basic concerns of staffing, rules, etc., it includes explicit information on such innovations as electric book charging, individualized instruction, behavioral management, and computerized instruction.

9. Franckowiak, Bernard M. School Library Media Programs and the National Program for Library and Information Services. Related Paper No. 7. Washington, D. C.: National Commission on Libraries and Information Science, National Program for Library and Information Services, 1974. 23p. ED 100 393.

   A national program could promote substantial improvement in the provision of information services to schools by providing centralized material processing, automated information retrieval, and staff development opportunities. In return, the school media center could contribute expertise in the use of audiovisual technology and oper its collection to public use.

10. Freeman, Patricia. Pathfinder: An Operational Guide for the School Librarian. New York: Harper & Row, 1975. 325p. ED 122 783.*

    Designed as a practical guide for school librarians, this text outlines the functional procedures in the evaluation, selection, and utilization of print and nonprint materials and equipment. Part 1 focuses on library planning and administration, Part 2 on collection building, and Part 3 on planning and offering services. A bibliography, directory of publishers and distributors, and suggestions for furnishings, technical processing, and bulletin board displays are appended.

11. Gillespie, John T. and Diana L. Spirt. Creating a School Media Program. New York: R. R. Bowker, Co., 1974. 236p. ED 088 415.*

    The principles and practices relating to the creation, organization, and administration of a school media center are examined in detail. Stress is upon recent developments and practical considerations, with emphasis on those features which distinguish the school media center from the conventional school library.

12. Glogau, Lillian and others. Developing a Successful School Media Center. West Nyack, N. Y.: Parker Publishing Co., 1972. 287p. ED 107 301.*

    A three-phase plan for organizing a school media center provides step-by-step instruction on planning, ordering materials, and curriculum implementation.

13. Harrison, Patrick and Thomas Nagel. Support Facilities and Requirements for Competency-Based Programs. 1974. 12p. ED 111 771.**

Mechanisms to support the teacher's role as a manager of learning should evolve from the objectives learners will be asked to accomplish. The creation of a resource center will play an important role as a gathering point for students where materials and help will be available. The resource center is described in detail, including personnel, physical facilities, reference systems, furnishings, and equipment considerations.

14. Hostrop, Richard W. Education Inside the Library-Media Center. Hamden, Conn.: Shoe String Press, 1973. 178p. ED 084 775.*

This book presents a review of the historical background of libraries, explores the teaching-learning role of the merged print/nonprint center, and reviews the library-college concept and the future of library media centers. Present-day practices at all levels from the elementary school to the university are described, and the relationship between effective teaching and the use of media materials is explored.

15. Leeper, Dennis P. A Comparative Study of Open Space and Self-Contained Elementary School Library-Media Centers. Paper presented at American Association of School Librarians Forum for Research, Chicago, Illinois, July 21, 1976. 4p. ED 136 742.

Findings of this study comparing the usage, expenditures, services, collections, and staffing of elementary school library-media centers by type of structural design suggest that school personnel--especially the principal and library media specialist--are the most important variables in determining the quality and quantity of use of these centers.

16. Lilley, Dorothy B. and Lou Correll, Eds. Learning Resources; Proceedings of a Conference. Commerce, Tex.: East Texas State University, Center for Educational Media and Technology, 1975. 129p. ED 129 318.

Complete transcripts are provided for presentations on district and school site media programs; guidelines for developing learning resource centers; standards for learning resource programs; the role of the State Board of Examiners in the certification of Learning Resource Specialists; state priorities; and school certification programs that affect school media centers.

17. Klasek, Charles B. Instructional Media in the Modern School. Lincoln, Neb.: Professional Educators Publications, 1973. 102p. ED 072 659.*

Student-centered learning can flourish through the use of a systems approach, which can also move media and materials from their present peripheral role in education into an integral position in the learning process. The teacher role in making effective use of media and various forms of media offering possibilities for use in the schools are discussed.

18. Learning to Use Media. Bulletin No. 197. Madison, Wis.: State Department of Public Instruction, Division of Library Services, 1970. 18p. ED 101 675.

The skills necessary to enable a student to use the print and audiovisual materials normally found in a media center are outlined in this guide. Sample lesson plans on these library skills are provided for use at various levels--primary, middle, upper middle, junior high school, and high school--with suggestions for instructional hardware and software students should be familiar with and able to use at each of these levels.

19. Media and Instruction. Baltimore, Md.: State Department of Instruction, Division of Library Development and Services, 1976. 18p. ED 126 910.

School media programs should provide inquiry and discovery experiences which support learning activities. This pamphlet makes specific suggestions for the use of media in the following subject areas: (1) foreign and second languages; (2) mathematics; (3) physical education; (4) social studies; and (5) vocational education.

20. Media Programs; District and School. Chicago, Ill: Association of School Librarians; Washington, D. C.: Association for Educational Communications and Technology, 1975. 128p. ED 104 341.*

Guidelines and recommendations for media programs and resources essential for quality education are suggested. Qualitative goals are focused on, with criteria offered for programs that will provide exemplary educational materials for children and youth. Programs are described for both district and school level, and the interrelationships between them are emphasized. Quantitative statements establish standards for staffs, collections, and facilities necessary to implement the proposals.

21. Miller, Marilyn L. and Alida L. Geppert, Ed. Futurism and School Media Development: Proceedings of a Higher Education Institute (August 10-17, 1974). Kalamazoo, Mich.: Western Michigan University School of Librarianship, 1975. 237p. ED 114 119.

Twenty papers were presented at the institute for state leaders in educational media. Several papers were concerned with the 1975 national guidelines for school media programs, Media Programs: District and School. Other topics addressed included the problems of networking and its application to school media development, principles of accountability in education, need for long range planning, and the expanding role of the media specialist.

22. Plan for Progress in the Media Center: District, and AEA. Guidelines for the Establishment of Flexible Parameters for District and Area Education Agency Media Services. Des Moines, Iowa: State Department of Public Instruction, Educational Media Section, 1976. 44p. ED 131 849.

Guidelines for the development of district and area education agency (AEA) media programs are proposed. Complementary roles and functions of the school districts, regional AEA's, the state department media program, and higher education in Iowa are explained. Recommendations are made in the areas of staffing, production, acquisitions, access, delivery services, and specifications for appropriate media collections.

23. Plan for Progress in the Media Center. Des Moines; State Department of Public Instruction, 1970. 32p. ED 083 999.

This handbook provides guidelines for transition from the traditional library to the newer media center approach with a broad and unified program of services and resources, including both audiovisual and printed materials. Areas discussed include staff, facilities, materials collection, professional collection, equipment, furnishings, and budget.

24. Prostano, Emanuel T., and Joyce S. Prostano. The School Library Media Center. Littleton, Col.: Libraries Unlimited, 1971. Library Science Text Series. 256p. ED 073 628.*

This textbook was written for practicing librarians as well as for students of library science with the aim of providing a realistic, professional approach to solving problems of administration, organization, and operation of the library media center. The use of professional administrative tools for planning facilities and media programs, analyzing staff requirements, and understanding programmed budgeting are emphasized.

25. Rainey, James R. A Media Facilities Model for a Proposed Large Suburban High School. Master's Thesis, Indiana University of Pennsylvania, 1975. 85p. ED 107 258.

This model is based on a study of the literature and an extensive survey of a community and its school system. A learning resource center and television studio are proposed, along with a production area for graphics use. Other recommendations include classroom equipment, specific facilities and equipment for different subject areas and for schoolwide instructional areas.

26. Saunders, Helen E. The Modern School Library. Second Edition. Metuchen, N. J.: Scarecrow Press, 1975. 243p., completely revised. ED 114 072.*

Detailed information about school library media center (LMC) organization and services is provided in this manual. Topics include the history of school libraries, 1975 standards, basic elements of LMC programs, program development, public relations, the librarian as a member of the instructional team, LMC services to specific departments, reference services, acquisitions, technical processes and circulation, facilities, personnel, and evaluation. A sample services handbook for teachers, specifications for the facility, a list of selection tools, and an annotated bibliography are appended.

27. Schwarz, Edith and others. Instructional Program for Library/Media Centers. Elkins Park, Pa.: Cheltenham Township School District, 1975. 49p. ED 114 082.

This guide for instruction in library skills and literature appreciation lists suggested learning objectives and activities for each grade level K-9, with an elective mini-course proposed for grades 10-12. Integration of library instruction with curriculum and classroom activities is emphasized at all levels.

28. See, Sarah G. Implementing the Learning Resources Center: Who, Where, How, and With What. Paper presented at the Annual Meeting of the Western College Reading Association, Oakland, California, April 4-5, 1974. 25p. ED 103 830.

The first step in planning a learning resources center is to survey the needs the center should satisfy. The checklist included in this paper is divided into categories that examine the physical characteristics of the center, the people, the functions, the materials, any special factors, and evaluation and revision.

29. Seydel, Ruth L. Your Media Program, K-12. Boise, Ida.: Idaho State Department of Education, Bureau of Educational Services, 1972. 39p. ED 089 741.

This handbook is designed to help schools develop more effective learning for their students through the use

of media. It describes minimum requirements of successful media programs in terms of personnel, facilities, materials, equipment, and budget, and presents guidelines in three phases of planning so that schools may prepare short and long range goals for developing unified media programs.

30. Shifrin, Malcolm. Information in the School Library; An Introduction to the Organization of Non-Book Materials. Hamden, Conn.: Shoe String Press, 1973. 283p. ED 089 695.*

This book considers such general problems as the demands made upon school libraries by new teaching methods, examines the different types of material which would be needed in the collection, and formulates a set of practices which would be suitable for use in a British school library with an integrated collection of library resources. The major part of the book is concerned with practical difficulties involved in organizing these materials, both generally and by specific form, with special attention to their information content and the description of that content required by the library user.

31. Standards for School Library/Media Programs, 1972-75. Madison, Wis.: State Department of Public Instruction, Division of Library Services, 1972. 25p. ED 101 673.

This handbook presents standards to aid elementary, middle, junior high, and high schools in planning instructional materials centers (IMC's). Guidelines for developing a centralized collection of materials to provide media services to students, teachers, administrators, and the community are provided. Topics discussed include selection, acquisition, and organization of materials; processing of materials; philosophy behind services offered; minimum standards for audiovisual equipment; staffing requirements; funding levels necessary.

32. Standards for School Library Programs. Working Copy. Harrisburg, Pa.: State Department of Education, 1974. 16p. ED 101 679.

These standards call for a model library stocked with a variety of media and staffed by a teacher who is a qualified librarian or media specialist. Educational functions and procedures are described, including budgeting and funding, staffing, collection building, and facility planning.

33. Sullivan, Peggy. Problems in School Media Management. New York: R. R. Bowker Company, 1971. 245p. ED 073 699.*

Thirty case studies, each representative of a common administrative problem encountered by librarians and other school media personnel, are discussed in this book. Problems range from a

librarian's conflict with district-wide book policy to students caught stealing library materials. These studies are based on a nation-wide tour of instructional media centers made by the author.

34. Swarm, Christine C. Multi-Media-Fad or Reality. 1974. 12p. ED 101 704.

The author details the increasing importance of media in society and discusses the use of media to encourage student interest.

35. Tolman, Lorraine E., Editor. School Library Media Programs; The Combined Approach. Cambridge, Mass.: New England School Development Council, 1973. 55p. ED 098 965.*

Information about existing school media programs in New England is presented in two parts. First are some general characteristics of modern media centers, e.g., special atmospheres, flexible space and furniture, a relaxing of boundaries between classroom and media center, use and availability of all kinds of print and nonprint materials, special characteristics of the staff, and the unique educational role of the media center. The second part is a list of existing school media programs with descriptions.

36. Turpin, James D. A Model for Improving School Media Centers. Ed.D. Practicum, Nova University, 1976. 351p. ED 119 738.

A model to encourage and facilitate change in school media programs was developed and field tested. The model was intended to provide assessment measures of media centers, planning strategies, and methods for implementing change. The text is a detailed collection of documents which trace the planning, execution, and results of the projects.

37. Wheelbarger, Johnny J. Learning Resources Centers: A Guide to the Literature Relating to LRC Operation. Nashville, Tenn.: Trevecca Nazarene College, 1972. 12p. ED 067 902.

This paper attempts to identify literature that may be helpful to those involved in implementing integrated library and audiovisual services. Entries are listed under such categories as theory, administration, staff, learning environment, the library as resource center, elementary and secondary resource centers, college and university resource centers, foreign resource centers, technical processes, individual study, media centers, regional media centers, resources for special groups, special facilities and special materials, standards, and the teacher and learning resources.

38. Wheelbarger, Johnny J. Learning Resources Centers for Schools and Colleges. 1974. 54p. ED 090 995.

This publication presents an overview of the merger of library and audiovisual resources. Chapters include the emergence of the LRC; the library as LRC; administration; ERC in elementary schools; secondary schools, and colleges and universities; technical processes; individualized study; regional resource centers; special materials and facilities; the systems approach and behavioral objectives; and instructional development. Additional materials include bibliographies at the end of each section, a glossary, a list of associations related to learning resources, and a directory listing some basic information sources.

39. Wilkinson, Cecil E. Educational Media and You. Agincourt, Ontario: Educational Materials and Services Limited, 1971. 194p. ED 073 700.*

Guidance in the values and uses of media for educators and students at all educational levels is provided in this resource guide. Over 50 educational media formats are discussed, as well as use of media in language instruction and in stimulating learning by the emotionally disturbed, hard-of-hearing, and those with speech difficulties. The administration of media resources is also discussed.

40. Woolls, Blanche. Audiovisual Materials in Libraries Today. Paper presented at the American Library Association Annual Conference, Chicago, Illinois, July 18-24, 1976. (Accompanying slides are available from the author at the University of Pittsburgh Graduate School of Library and Information Science.) 14p. ED 128 019.

This brief review describes programs in the Pittsburgh, Pennsylvania area to document current developments in public school libraries, regional centers, district centers, and academic libraries. It is noted that, while some centers have equipment and no media, others have media and no equipment, and some librarians are disinterested or fear audiovisual equipment, there are a growing number of libraries that have the media, equipment, and programs that show potential for the future.

41. Yarborough, Judith D. Access to Nonprint Media: What Is and What May Be. Paper presented at the Association for Educational Communications and Technology Annual Meeting, Anaheim, California, March 31, 1976. 14p. ED 119 743

Advocates the development of a network approach to the control of nonprint media. A standardized record similar to the Library of Congress' MARC (Machine Readable Cataloging) records for monographs should be developed and used. The development of

standardized data for nonprint media has been started by programs such as the University of Southern California's National Information Center for Educational Media (NICEM) Indexes and the National Center for Educational Media and Materials for the Handicapped's NIMIS (National Institutional Materials Information System). Library media professionals should make themselves aware of the standards and techniques used in networking so when a nonprint media network is developed and implemented, school libraries and media centers will be able to avail themselves of its services.

Program Descriptions

42. Allen, Joyce M. Condensed Task Report on Study of Ohio Public School Library Services, Operations, and Facilities to Ohio Department of Education. Columbus, Ohio: Battelle Memorial Institute, Columbus Laboratories, Dec. 1968. 35p. ED 089 656.

Responses to questionnaires sent to librarians and teachers in 111 Ohio school districts showed that many of the schools sampled did not meet all the minimum Ohio Standards, and very few met all the Standards of the American Library Association. Qualitative deficiencies were also revealed. Recommendations were made in the areas of a state-wide program of library development, library physical facilities, library materials, library programs, and library organization and operation.

43. Bender, David R. and Rosa L. Presberry. Services of a School Media Program. Baltimore, Md.: State Department of Education, Division of Library Development and Services, 1976. 28p. ED 126 908.

This report of a conference of 30 Maryland media specialists provides illustrations of a variety of media services to augment instruction in the skills of reading, listening, and viewing. Included is a description of a program of media services for elementary, intermediate, and senior high students that is specifically designed to meet the needs of staff, students, administrators, and community.

44. Coburn, Louis. Library Media Center Problems: Case Studies. Dobbs Ferry, N.Y.: Oceana Publications, 1973. 144p. ED 094 694.*

Thirty case studies consider problems which arise in school library media centers: problems in child management; librarian's role in reading instruction and guidance, and in teaching library skills; conflicting opinions on management and objectives of the media center; the librarian's role and job parameters; library administration problems; attempts at censorship for reasons of alleged obscenity or racial discrimination; and the

librarian's relationship with principal, aides, students, teachers, parents, and other librarians. In addition to a bibliography and index, there are extensive appendices.

45. Donahue, Oscar, Comp., and others. Innovations in the Public Schools of Santa Clara County, Spring 1972. San Jose, Cal.: Santa Clara County Office of Education, 1972. 91p. ED 067 752.

This is a compilation of the responses to an innovations survey form sent to each district and each school administrator in the county. A subject index reflects the variety of innovations reported.

46. Dunyon, Eileen R. A Curriculum Based Media Program Describing Media Techniques Developed at Oakdale School in Jordan School District. Sandy, Utah: Jordan School District, 1976. 54p. ED 121 287.

A discussion of media center philosophy and means of activating it is followed by the description of a three-phase program. Phase 1 focuses on physical arrangements and operating procedures; Phase 2 provides guidelines for a student media center aides program; and Phase 3 makes suggestions for media center interaction with students and teachers. The program is aimed primarily at the elementary school, but adaptations for high school are included.

47. An Evaluation of Educational Media Programs in Kansas Unified School Districts. Manhattan, Kans.: Kansas State University, College of Education, 1972. 120p. ED 070 291.

Based on the findings of a study conducted to determine the level of sophistication of the educational media programs in the Unified Public School Districts of Kansas, investigators concluded that many of the 311 districts polled did not have adequate budget provisions for educational media, and that there was not a wide variety of instructional materials being used.

48. Fast, Elizabeth T. The Role of the School Media Center and the School Media Specialist. Groton, Conn.: Groton Public Schools, 1974. 4p. ED 098 930.

The elementary schools of Groton, Connecticut are moving rapidly toward a learner-oriented type of program. The media program, which is emerging as an integral part of the school experience, has moved beyond the media centers into the entire school, and is attempting to play a strong role in curriculum development and individualization of instruction.

49. Freund, Janet M. The Development of a Suburban Junior High School Learning Center. 1973. 74p. ED 079 806.

A descriptive report of the difficulties and successes in the first eight months of the development of a learning center in Northwood Junior High School, Highland Park, Illinois. A variety of topics are reviewed that concern planning the center and individual projects that are significant aspects of the program.

50. A Guide for School Librarians. North Hills School District, Pittsburgh; Pennsylvania State Department of Public Instruction, Bureau of General and Academic Education, Harrisburg; Upper Darby School District, Pa., 1969. 301p. ED 086 160.

Library administration methods for dealing with routine matters are suggested in this manual addressed to administrators, teachers, librarianship students, and especially, school librarians and library technicians at all grade levels. School library philosophies, rationales, and objectives are given, including a model philosophy and policy statement covering media selection and shared library resources.

51. Guidelines for Media Service Programs (PDE Working Copy). Harrisburg, Pa.: State Department of Education, Bureau of Instructional Support Services, 1975. 58p.

This second draft of a companion document to Guidelines for School Libraries provides guidelines and recommendations for media service programs. Topics include staff, collections, facilities, program patterns, media equipment, and instructional materials.

52. Haizlip, Harold C. The Role of the Library or Media Center in the Virgin Islands. Paper presented at the St. Croix Library Association Annual Meeting, October 27, 1972. 21p. ED 129 253.

Difficulties specific to libraries in the Virgin Islands in the face of general rapid advances in technology and the explosion of information are discussed. The rote-learning curriculum and frequent use of librarians as babysitters restrict the effectiveness of the library, which could better be utilized to facilitate needed instructional individualization.

53. Kelver, Ann E. Public School-Public Library Cooperation in Sheridan, Colorado. Paper presented at the American Library Association Annual Conference, San Francisco, California, June 28, 1975. 9p. ED 111 342.

54. Kemper, Robert E. A Report to Springfield School District #19 on the Library Exemplary Elementary Demonstration of Springfield: Project LEEDS. Final Phase. Springfield, Ore.: Springfield Public Schools, 1969. 31p. ED 078 860.

The major objective of Project LEEDS (Library Exemplary Elementary Demonstration of Springfield) was to provide a visitation program emphasizing a demonstration of excellent service to the school district. This report evaluates the project in terms of these objectives: (1) integration of the library program into the educational program; (2) design of an automated library system; (3) provision of centralized services for instructional media, book processing, and a curriculum library.

55. Latham, Glenn. Teacher Use of Instructional Materials and Other Matters Related to Special Education IMC/LRC Collections. Theoretical Paper No. 59. Madison, Wis.: University of Wisconsin, Research and Development Center for Cognitive Learning, 1976. 48p. ED 126 663.

This study to investigate the needs for, uses of, and priorities for instructional materials for teaching handicapped children involved 1150 special education teachers, and 25 instructional materials centers (IMCs) and learning resource centers (LRCs). Three methods of data collection were used, and findings were reported under seven headings: the extent of use of special instructional materials available through IMCs and LRCs; the materials most frequently used; extent of use of materials by subject area; extent of use of materials by handicapping condition; teacher opinions of materials available through IMCs/LRCs; factors influencing teacher use of these materials; and factors related to the purchase of instructional materials.

56. A Look at Iowa's 16 Regional Educational Media Centers. Des Moines, Iowa: State Department of Public Instruction, Educational Media Section, 1973. 41p. ED 086 191.**

A brief overview of the history of the centers and of their current functions working with county and local agencies to improve instruction in the state's schools is followed by two page discussions of each of the individual centers. Specific details provided include the background, staff, program and services, collection, circulation, delivery system, budget, and the number of schools, teachers, and students which it serves.

57. The Myers Demonstration Library, An ESEA Title III Project. Phoenix, Ariz.: Arizona State Department of Education, 1971. 31p. ED 078 875.

This regional demonstration project had four primary purposes: (1) to provide a good school library program following standards established by the American Library Association and the Department of Audiovisual Instruction of the National Education Association; (2) to promote community support for library resource centers; (3) to provide a training center of student teachers at the University of Arizona; and (4) to promote an understanding of the school library role among educators through visits, workshops, conferences, and in-service meetings.

58. New Jersey Blueprint for School Media Programs. Trenton, N.J.: New Jersey State Library, 1975. 18p. ED 128 010.

A guidebook was developed to assist New Jersey school districts to evaluate present programs and to suggest long range plans for media services. A checklist of standards is included with items in the following categories: (1) staff, (2) location and space; (3) material collection; and (4) equipment.

59. Planning and Implementing an Integrated Media Program in Utah Public Schools. Salt Lake City, Utah: State Board of Education, Division of Instructional Media, 1972. 127p. ED 070 298.

This paper documents the implementation of a formalized planning process in the media field on a statewide basis. Designed to increase the use of media in education, this integrated media system included library, television, and audiovisual services. Guidelines are explained and implementation in two school districts described. Procedures for a four-year evaluation program to assess the impact of this system on students and teachers are also described.

60. Rosinger, George. Condensed Task Report on Study of Ohio Public School Library Manpower to Ohio Department of Education. Columbus, Ohio: Battelle Memorial Institute, 1968. 24p. ED 088 516.

The objective of this study was to investigate the resources, needs, constraints, and tentative solutions that relate to staffing present and future school library systems in Ohio with trained personnel. Information and statistical data on various facets of school library manpower problems are presented and discussed.

61. Spannaus, Linda Taby and Timothy W. Spannaus. School Media Programs Handbook for St. Croix, U. S. Virgin Islands, 1976. 33p. ED 129 251.**

Guidelines are provided for applying standard library procedures, policies, and practices to the unique

conditions in St. Croix school libraries and media centers. Policy areas considered include staff job descriptions, administration, materials selection, organization, circulation, cataloging, media center instruction, self-produced materials, in-service training, public relations, and maintenance.

62. Waite, Charlotte E. The Resource Centre at Madeley Court School, Salop: A Study of Its Organisation and Operation. Aberystwyth, Wales: Wales College of Librarianship, 1975. 116p. ED 122 845.**

The library resource center of a new school in Wales is described and evaluated in the context of the entire school. Library and resource use is also considered along with supervision and individual learning and resources. The conclusion deals with the school's rapidly growing population, its continued expansion, the experimental nature of some of its programs, and problems of designing an innovative resource center.

Note: For related documents, see citations numbered 139, 144, 151-156, 160, 161, 164-166.

Guidelines for Implementation and Evaluation

63. Bender, David R., Ed. Issues in Media Management, 1976. Baltimore, Md.: Maryland State Department of Education, Division of Library Development and Services, 1976. 79p. ED 127 990.

Seven speeches presented during an inservice program discuss public relations and instructional technology. Specific areas include the need for public awareness of media programs and materials, basics for an effective public relations program, how to develop children's interest in literature, techniques for systematic instructional planning and development, a media approach to media programming, and the application of systems theory to the improvement of education.

64. Bender, David R., Ed. Issues in Media Management, 1973. Baltimore, Md.: State Department of Education, Division of Library Development and Services, 1973. 64p. ED 083 990.

This publication is a report on three workshops undertaken at the request of media supervisors. Topics addressed include "Leadership Implications of the Unified Media Concept," "The Role of Supervisor in the Unified Media Program," "Planning School Library Media Programs and Budget," "A Planning Process for School Library/Media Programs," "How to Communicate with

Practically Everybody about Practically Everything," and "The Significance of Nonverbal Communication."

65. Bomar, Cora Paul and others. Guide to the Development of Educational Media Selection Centers. Chicago: American Library Association, 1973. 102p. ED 084 888.*

Ten articles intended to stimulate creative thinking about ways to improve existing centers and to develop new ones. Topics include the concept of the educational media selection center, why it is necessary, its program, administration, media collections, personnel tasks, facilities, budgets, and roles as individual units and as parts of larger networks.

66. "How to be Resourceful in Centering Instructional Media," Curriculum Report. 4(4): April 1975. ED 105 850.**

A number of school media centers said to be of unusually high quality are listed and described to assist media-center personnel in planning. Generalizations on characteristics thought to promote quality are highlighted and examples given.

67. Hug, William E. Instructional Design and the Media Program. Chicago: American Library Association, 1975. 148p. ED 119 677.*

This text for library/media specialists focuses on the establishment of media programs as an integral part of the school curriculum. Topics include what society expects of the schools and how educators respond, the application of systems principles to building integrated programs, functions and operations for building a media program, and a futuristic concept of technology as a process.

68. Innovative Provisions and Practices in School Media Centers. New Brunswick, N. J.: New Jersey School Media Association, 1975. 22p. ED 122 944.

Elementary and secondary school media centers in the state are listed and special aspects of their media programs are described. Innovative provisions and practices include computerized library processes, security systems, special collections, graphics, open classrooms, integrated shelving, new construction or remodeling, radio stations, and television.

69. Kingsbury, Mary E. The Future of School Library Media Centers. Paper presented at the American Library Association Annual Conference, San Francisco, California, June 29-July 5, 1975. 39p. ED 110 069.

Since the future role of school library media centers is important to library planners, a Delphi survey questioned school librarians, leaders in the profession, and faculty members in schools with media. In general, practicing librarians, officers, and professors agree in their assessment of the desirability of each new trend and innovation, but stress that library schools will have to provide a more media-oriented course of studies if they are to effectively meet the future deadline presented by this study.

70. Loertscher, David V. and Janet G. Stroud. PSES, Purdue Self-Evaluation System for School Media Centers; Elementary School Catalog. Lafayette, Ind.: Purdue University, Media Sciences Section, 1976. 23p. ED 126 915.**

This survey instrument has been developed to measure the effectiveness of the services provided to users of elementary school media centers through a poll of teachers, students, or administrators. Ratings cover nine broad service categories with over 30 items listed in each. Users of the guide can tailor it for their own needs by selecting only those items which apply to the services they offer.

71 Loertscher, David V. and Janet G. Stroud. PSES, Purdue Self-Evaluation System for School Media Centers; Junior-Senior High School Catalog. Lafayette, Ind.: Purdue University, Media Sciences Section, 1976. 25p. ED 126 914.**

This survey instrument has been developed to measure the effectiveness of the services provided to users of junior and senior high media centers through a poll of teachers, students, or administrators. Ratings cover nine broad service categories with over 30 items listed in each. Users of the guide can tailor it to their own needs by selecting only those items which apply to the services they offer.

72. Klitzke, Dwight Mark and John Starkey. Resource Centers; Some Ideas. 24p. 1973. ED 081 212.

Guidelines for public school personnel interested in establishing learning resource centers are based on the professional literature, observation, and experimental trials. Advantages of the resource center to students, teachers, and administrators are listed, and a sketch of the developmental stages is presented. Discussion in the text of cataloging of materials, environmental standards, personnel specifications, and evaluation, are augmented by appendices and a bibliography.

73. Liesener, James W. Planning Instruments for School Library/ Media Programs. College Park, Md.: University of Maryland, School of Library and Information Services and the American Library Association, 1974. 70p. ED 095 816.*

Four instruments to be used in developing school library and media programs are included in this package. Two questionnaires, addressed to students, teachers, administrators, and library staff, inventory current services and determine service priorities. Seventeen charts for data collection and a 20-page costing matrix are provided. Instructions for using these instruments are to appear in another publication entitled "A Systematic Planning Process for School Media Programs."

74. McGinniss, Dorothy A., Ed. Standards for School Media Programs: Their Significance for All Libraries. A Symposium. Syracuse, N. Y.: Syracuse University School of Library Science, 1970. 33p. ED 094 723.*

The 12th annual summer symposia sponsored by the School of Library Science sought to clarify the effect of the American Library Association's Standards for School Media Programs on libraries and education in general. Papers examined the point of view of school librarians, audiovisual specialists, and public and academic librarians with regard to the new standards.

75. McKee, Sharon. Libraries and Learning Resources: Results of the 50-State Survey of the ESEA IV-B Program. Fairfax, Va.: National Audio-Visual Association and the National Association of State Educational Media Professionals, 1977. 82p. ED 130 639.*

Results are compiled from a national survey designed to monitor the Libraries and Learning Resources Program of the 1974 Elementary and Secondary Education Act (ESEA Title IV-B) and to learn what changes might improve the delivery of library materials, equipment, and guidance, counseling, and testing services to elementary and secondary school students across the country. Survey information is current as of March 19, 1976.

76. Nickel, Mildred L. Steps to Service; A Handbook of Procedures for the School Media Center. Chicago: American Library Association, 1975. 136p. ED 104 417.*

Designed as a practical aid to staff members, this guide outlines functional procedures in a modern school media center and offers practical suggestions for facilitating

service to students and teachers. Administrative procedures, services, staff and community relations, and media center facilities are described with relevant illustrations and directories of resources.

77. Pearson, Robert H. The Role of the School Media Center in Instructional Development. Technical Report No. 74-11-1. Madison, Wis.: Instructional Science Associates, 1975. 63p. ED 100 379.

To determine the extent of involvement of media specialists in instructional development, a study was conducted which included a review of recent studies, a field survey, and a literature review. The change in media center and media personnel functions was confirmed; the field survey of elementary school media centers indicated that approximately 75% were involved in instructional development. Findings indicated that media centers will be increasingly involved in planning instructional support, participation in instructional design, implementing instruction, evaluation, and staff development.

78. Planning for School Library/Media Programs, 1972-75. Madison, Wis.: State Department of Public Instruction, Division of Library Services, 1972. 16p. ED 076 202.

This booklet was designed to be used in three ways: (1) as a data collection instrument providing a measure of media program development in the state; (2) as a planning device for use by individual schools; and (3) as a self evaluative instrument for use by individual schools in monitoring their media program development.

79. School Library Resource Centres. Recommended Standards for Policy and Provision. A Supplement on Non-Book Materials. London: Library Association, 1972. 15p. ED 086 222.

Detailed consideration is given to the functioning, financing, organization, and administration of school media resource centers in England in relation to non-print media. Guidelines for software and hardware holdings are also outlined according to grade level and size of the school. Facilities, staff, and support services necessary for efficient operation are enumerated.

80. Stryer, Andrea. Media Centers and Individualized Instruction Programs in Selected Elementary Schools in Connecticut. M.S. Thesis, Division of Library Science, Southern Connecticut State College, 1973. 115p. ED 073 681.

This study was devised to investigate how media centers function within individualized instructional programs at selected elementary schools in the state, and to evaluate those media centers in relation to their school programs according to critera developed by leaders in the field. Findings indicated that, although a number of the schools failed to meet standards in such areas as staffing, services, flexibility of circulation, number of activities, budgeting, and range of media, those media centers which are in schools with strong individualized instructional programs are more involved in instructional activities.

81. Task Force for Long-Range Planning for Media Technology in Maryland. Baltimore, Md.: State Department of Education, Division of Library Development and Services, 1976. 19p. ED 126 907.

Guidelines for a unified approach to media in education are presented. Goals for long-range planning of media technology programs and recommendations for achieving objectives in specific areas are suggested. Reports on the current status of media programs in the state include tabular data on materials collections, book costs, and staffing requirements.

82. Taylor, Lucille G. A Comparison of Utah's Middle-Size High School Media Programs. Provo, Utah: Brigham Young University, Graduate Department of Library and Information Sciences, 1974. 82p. ED 102 983.

Media programs were compared in 21 Utah high schools having student populations between 700 and 1500. Qualitative and quantitative aspects of the school media programs were identified and compared with data on other characteristics of the high school (personnel, facilities, revenues, expenditures), and data for the whole population from questionnaires, state financial records, and personal visits. Conclusions were descriptive, and pointed out individual differences in school media programs.

83. Thom, Joseph M. Library Media Center; Port Jefferson High School. Port Jefferson, N. Y.: Port Jefferson Public Schools, 1975. 4p. ED 104 343.

The new library/media center was designed to use and integrate all formats and media. In addition to meeting the traditional responsibilities of a library, the center participates in the educational process by broadcasting over 100 television programs per week.

Note: For related documents, see citations numbered 10, 12, 16, 20, 22-24, 26, 28, 29, 31, 32, 36, 50, 51, 59, 61, 121, 153, 159.

Bibliographies and Information Sources

84. Buckingham, Betty Jo. Selection Bibliography; A Bibliography of Selection Sources for School Library Media Centers. Third Edition. Des Moines, Iowa: State Department of Public Instruction, Educational Media Section, 1976. 36p. ED 130 678.

This annotated bibliography of current selection and finding sources for print and non-print materials includes reviews, finding lists, and bibliographies covering pre-school through college level materials. Books, recordings, films, and other media are covered, and a subject index and publisher directory are provided.

85. Crettol, Marie. Libraries and Instructional Materials Centers. 1975. 22p. ED 109 802.**

This annotated bibliography presents summaries of 15 publications concerned with the use and design of school media library facilities and media centers. The author discusses current trend, the importance of the planning process, and need for flexible design that can be readily expanded or modified.

Note: For a related document, see citation numbered 37.

COLLEGES AND UNIVERSITIES

General

86. An Administrative Handbook and Guide for Community/Junior College Learning Resource Center Directors. Bloomington, Ind.: University of Indiana Graduate Library School, 1974. 225p. ED 094 690.

This handbook contains nine sections dealing with the administration of learning resource centers (LRC's) in urban community colleges. LRC objectives, both general and specific, are described, and organization and administration are discussed. The remaining seven sections all deal with various personnel questions.

87. Allen, Kenneth W. and Loren Allen. Organization and Administration of the Learning Resources Center in the Community College. Hamden, Conn.: Shoe String Press, 1973. 187p. ED 086 233.*

A plan is presented for the integration of the audio-visual and library services of the community college under a single administrative unit, the learning resources center (LRC). Discussions include the nature of the community college; philosophy and organization of these institutions; administration and personnel requirements; finance; selection of materials and equipment; instructional and technical services; the technical assistant; building programs for new facilities; and trends for the future.

88. Geis, George L. About to Have a Centre. Paper presented at the Annual Meeting of the National Society for Instruction and Performance, Miami, Florida, April 1974. 25p. ED 095 913.

Discussion of factors which can affect the eventual form of an instructional center on a university campus, including the degree of faculty power and differing ideas about what a center should be. The author concludes that the survival of a center sometimes depends on the independence of its funding and the vagueness of its stated purposes. The idea of being a "catalyst for change" should be avoided.

89. Guidelines for the Development of Campus Learning Resources Centers. Austin, Tex.: Texas Education Agency, Division of Instructional Resources, 1974. 47p. ED 094 788.

This guide was written for use in planning media programs responsive to the school's educational goals and objectives

as well as user needs and interests. Guidelines are offered for the full spectrum of learning resource center staff. A planning guide gives quantitative statements for four levels with the recommendation that schools determine the best level for their instructional situation and plan for the accomplishment of that level.

Note: For related documents, see citations numbered 14, 37, 38, 39, 40.

Four-Year Colleges and Universities

90. Baaske, Jan and others. A Management Review and Analysis of Purdue University Libraries and Audio-Visual Center. Lafayette, Ind.: Purdue University Audio-Visual Center, 1973. 206p. ED 088 432.

A study team of seven, appointed by the director, reviewed the present and projected environment at Purdue and attempted to define the mission within it of the libraries and audio-visual center, as well as to review the scope for the use of performance goals. Task forces were appointed to study specific management functions. This document contains the study team's overview and the reports and recommendations of the eight task forces.

91. Burlingame, Dwight Francis. A Comparative Study of Organizational Characteristics Used in Learning Resources Centers and Traditionally Organized Library and Audio-Visual Service Facilities in Four Minnesota and Wisconsin Senior Colleges. 1974. 135p. ED 101 686.

An investigation was made of the organizational characteristics of two college learning resource centers as compared with two traditionally organized college libraries with separate audio-visual units in order to determine the advantages of each organizational type. Findings indicated that the services provided by the two types of organizations are not necessarily different, and that the attitudes of the director and staff have the most important influence on the success of the services.

92. Case Study of the Instructional Resources Center; Iowa State University. Iowa City, Iowa: University of Iowa, 1971. 35p. ED 066 901.

A comprehensive view of the instructional resources center, which is used primarily by students in teacher

education to design multi-media teaching packages. Information is included on the staff, the facilities, and evaluating the program. A photo-essay describes the work of one student in using the center and designing a multi-media package.

93. Coombs, Don H. and James J. Prevel. Evergreen: Profile of a New College. Stanford, Calif.: University of California, ERIC Clearinghouse on Educational Media and Technology, 1973. 11p. ED 093 337.

Evergreen State College is an unprecedented flexible, sophisticated, educational instrument designed to avoid depersonalization. "Access" is the key word for the generic multi-media workshop library. Audio tapes and books share adjoining shelves, with thousands of visuals stored on microfiche. Television monitors and computer time-shared terminals are available for student use. Equipment checkout ranges from slide projectors to video cameras and VTR's. The library media production facility includes graphic artists and technicians; two complete television production studios; "hands-on" filmmaking equipment; and, in addition to musical instruments, a complete audio studio. Also discussed are curriculum planning, courses, grades, and the academic program.

94. Daniel, Evelyn H. and others. Guidelines for Learning Resources in Libraries of the California State University and Colleges System. Draft. Los Angeles, Calif.: California State University and Colleges, Office of the Chancellor, 1975. 24p. ED 111 387.

Proposed guidelines for the selection and utilization of nonprint materials to support the curriculum of colleges and universities in the state are described. These guidelines are organized into six major functions and components of library organization: functions, collections, staff, facilities, cooperative activities, and operations. A selected bibliography of media guidelines and standards is provided.

95. Daniel, Evelyn H. Learning Resources Survey of Non-Print Materials and Equipment for the Libraries of the California State University and Colleges. Chico, Calif.: California State University and Colleges, Learning Resources Committee, 1975. 87p. ED 111 388.

A survey was conducted to investigate current campus utilization of media. Library media was identified as audio, projected material, video tapes, and multi-media, e.g., kits, games, and simulations. The survey was divided into six parts: nonprint material, audiovisual

equipment, space and staff, organizational relationships, budgetary support for nonprint materials and equipment, library cooperation involving nonprint material. Findings indicated that nonprint holdings in the CSUC libraries are marginal and mostly uncataloged, that equipment was meager, and that there are stronger ties between the audiovisual department and the library than between the audiovisual department and instructional television or computer centers.

96. Devirian, Margaret Coda and others. A Survey of Learning Program Centers in the U. S. Institutions of Higher Education. Paper presented at the Annual Meeting of the Western College Reading Association, Anaheim, California, March 20-22, 1975. 11p. ED 112 349.

Questionnaires consisting of 70 items on administration, budget, other programs, facility, staffing, services, clients, hardware and software, and evaluation were sent to all college and university learning centers in the United States. Responses were received from 1,258 of the 3,389 campuses listed in the Educational Directory. Survey results show that more than half of the program centers are less than five years old, 85% are less than 10 years old, program centers have diverse functions, and 61% of all respondents have program centers. The academic background of program administrators and funding of learning program centers are noted.

97. Ellison, John W. The Concept of College and University Learning Resources Centers. 1973. 12p. ED 077 229

The new, individualized approach to education stresses the importance of student learning, regards the faculty as managers of learning rather than as teachers, and assumes that students learn better when exposed to varied instructional materials. Based on this approach, the learning resources concept must be broadened to combine both print and nonprint collections into an instructional materials center which is properly seen as a means of facilitating learning. Such a learning resource center should be an integral part of the school's total educational program.

98. Gallinger, Janice. Educational Media Selection Centers and Academic Libraries. Paper presented at the Annual Meeting of the American Library Association, New York, New York, July 1974. 8p. ED 095 838.

Students and faculty in colleges with sizable teacher education programs need readily available educational media selection centers, which may be considered as expanded curriculum laboratories, to help them become familiar with the materials. Assistance in selecting

materials for such centers may be provided by referrals from information clearinghouses, e.g., ERIC, or by the National Laboratory System (NLS) proposed by committees of the National Book Committee.

99. Graf, David L. An Evaluation of the Educational Media Service Programs in the Universities of the Big Eight Conference. Ed.D. Thesis, University of Nebraska, 1976. 351p. ED 130 630.*

A survey instrument was used to determine the adequacy of educational media programs as perceived by faculty, department chairmen, and media directors at the Big Eight Universities. Participants were asked to evaluate 44 elements of media service programs. In general, responding groups were in agreement, and the programs of seven institutions were perceived as adequate. The most adequate attribute was assessed as the local production of materials, while budget and staffing provisions were judged the most inadequate. This report describes in detail the background and procedures for the study, and the results are analyzed and summarized by institution and overall.

100. Hedges, Larry V. and Kenneth Majer. Instructional Materials Development Program: Winter and Spring Quarters, 1976. OASIS Evaluation Report No. 8. San Diego, Calif.: University of California, 1976. 36p. ED 129 179.

An overview of the program administered by the Office of Academic Support and Instructional Services (OASIS) is presented along with a description of the product development/evaluation cycle. The OASIS orientation program is used to illustrate the application of the product development cycle to a particular project, and evaluation data that was gathered in the process is presented. A description of the development of the OASIS media playback center is also provided.

101. Henderson, Diane D. Report on Alternatives and Considerations for the Design of a Learning Resource Center (LRC) at Georgetown University. McLean, Va.: Mitre Corporation, 1972. 142p. ED 124 121.

All of the elements of the learning resource system at Georgetown are identified and the capabilities of each, at present and as proposed for the future, are described and analyzed. The implementation for the design of the LRC which would be engendered by the various possible modes of operation of the learning resource system are explored. Finally, the planning group's recommendations for equipping and allocating space within the proposed LRC are presented, along with supporting illustrations of some of the possible implementations.

102. Learning Materials and Services at the University of North Carolina at Charlotte. Charlotte, N. C.: University of North Carolina, J. Murrey Atkins Library, 1974. 43p. ED 107 260.

The media committee of the Atkins Library performed a study to review the library's existing policies on media resources and services and to make recommendations for improvement and expansion. As a result, the integration of all learning materials and services at the university was proposed, with the desired objective of obtaining better overall services through more efficient use of personnel and resources. Further specific recommendations were made in the areas of administration, staffing, facilities, services, and the handling of nonprint media.

103. "Learning to Use the Tools"; Media Learning Resources at UCLA. Report of the Media Learning Resources Committee. Los Angeles, Calif.: University of California at Los Angeles, Media Center, 1974. 74p. ED 093 284.

This report on a study of the use of media at UCLA includes policy/program recommendations and operational suggestions; conclusions derived from these recommendations and suggestions; and background information, including the present status, reasons for change, and a conceptual basis for planning. Carnegie Commission recommendations on instructional technology in higher education, an outline of UCLA's media resources and activities, a discussion of some new technology, and general policy considerations are appended.

104. Merrill, Irving R. and Harold A. Drob. Criteria for Planning the University Learning Resources Center. San Francisco: University of California at San Francisco, Office of Academic Affairs and Personnel, 1974. 115p. ED 105 807.

This study identified the essential criteria for planning university learning resources centers in the 1970's. General definitions of learning resources for conventional and innovative instruction are given, together with a brief historical description of the evolution of campus-wide centers for learning resources. The administrative criteria for management, decentralization, and control of such centers are then considered. Some guidelines for staffing and facilities are presented, and a description of how planning-programming-budgeting systems can be applied to learning resources centers.

105. Norris, Douglas. Information Services at the University of Calgary. Paper presented at the Canadian Conference on Information Science, Quebec City, May 7 through 9, 1975. 13p. ED 108 590.

The University of Calgary was the first university in Canada to combine its library, computer center, and audio-visual services into one unit. For a period of three years, the Division of Information Services administered and coordinated library services, computer services, and communications media. The organizational structure, objectives, and the operation of the division are described. The reasons for the creation and dissolution of the division give some guidance to institutions considering similar integration of information resources and services.

106. Schachter, Rebeca. A Planning and Development Proposal. Buffalo, N. Y.: State University of New York at Buffalo, University Libraries, 1975. 22p. ED 104 380.

In view of the rapidly changing hardware technology along with the quality and quantity of software and general attitudes toward educational technology, the configuration of the audiovisual distribution system and the Science and Engineering Library (SEL) should be flexible enough to incorporate these variables. SEL has made significant thrusts toward the integration of its media and print collections and is making a consistent effort towards collection access to local and remote audiovisual materials for independent and remedial work. It should also act as a catalyst in the production of locally originated instructional materials. To meet these objectives, it is recommended that the radio-frequency distribution system (RF) be adopted to provide access to AV materials. The RF system leaves open the option of accessing an automatic gear at a later time, and the film chain, one of the most costly components of RF, can also be used in local productions. Flowcharts and equipment lists are appended to this report.

107. Umhoefer, Aural. Learning Resource Center at the Baraboo Campus of the University of Wisconsin Center System. Paper presented at the Educational Media and Technology Conference, Stout, Wisconsin, July 21-23, 1975. 27p. ED 116 698.

This Learning Resource Center (LRC) was designed to be an integral part of the teaching program, and to embody the multi-media approach to individual, self-paced learning by using the most appropriate medium or combination of media for a given instructional situation. The LRC collection includes books and periodicals as well as nonprint media, and all the necessary supporting playback and production equipment. An automated circulation system is used. The LRC serves as a testing center for both self-paced

and traditional courses, and various innovative testing formats on teaching machines are also used. Production facilities for audiovisual materials are available to instructors.

108. Zaslavsky, Gerald. Media Services in an Academic Library. A Rationale with Special Implications for New York University's Bobst Library. 1974. 21p. ED 110 033.

Although there is a definite need to support university programs with media materials, the library programs are developing slowly. A major concern of librarians is that the use of media in the library usually means that there must also be creation and production of media materials. The Bobst Library, designed in 1963 with neither centralized audiovisual equipment service nor production facility, is an example of many conservative libraries today. A bibliography of over 60 citations is appended.

Note: For a related document, see citation numbered 184.

Community and Junior Colleges

109. Byrd, Fay. Learning Resources: Off-Campus Services. Ed.D. Practicum, Nova University, 1974. 60p. ED 100 448.

A study was conducted to evaluate the need for and value of learning resources services for off-campus classes at Wilkes Community College (WCC) in North Carolina. Procedures included two questionnaires; an examination of course offerings and their requirements, including media and staff, at WCC; services of a qualified librarian to deliver services identified to off-campus teachers and students; a follow-up survey for evaluation purposes; a comparative analysis of students who were exposed to the services and those who were not; and an effort to determine the possible need for a special vehicle to transport materials. The study concluded that the services are needed and of significant value, but that a special vehicle is unnecessary. Included are data tabulations, the questionnaires, and a literature review.

110. Darnes, G. Robert, Editor. Proceedings: Annual Statewide Junior College Conference, Peoria, Illinois, May 6-8, 1971. Springfield, Ill.: Illinois Junior College Board, 1971. 93p. ED 101 795.

Speeches and minutes of meetings and seminars are presented. Subjects include learning resource centers, general administration, business affairs, instruction, student personnel services,

vocational and technical education, continuing education, certification, faculty accountability through self-appraisal, experimental concepts in education, faculty organization, multiple-option curricula, student characteristics, building projects, junior college legislation, statewide planning, institutional roles, and the Health Education Commission.

111. Garrison, Roger H., Ed. Implementing Innovative Instruction. New Directions for Community Colleges, No. 5. San Francisco, Calif.: Jossey-Bass, Inc., 1974. 112p. ED 105 935.*

Articles in the spring 1974 issue of New Directions for Community Colleges attempt to illustrate how to teach more effectively, how to enhance student learning, how to make instruction more efficient, how to make schooling more pertinent to the real lives of students. An article by Gloria Terwilliger discusses learning resources centers and how faculty members can use them. Other articles are concerned with attitudes needed to stimulate instructional changes, innovative methods of teaching psychology, using literature in freshman composition, the status of history and liberal arts, a tutorial method of teaching freshman composition, and using student and faculty evaluations as positive reinforcement to improve instruction.

112. Giltrow, David and others. A Report on Educational and Policy Specifications for a Metropolitan Learning Resources Service for the Chicago Region and a Parallel Improvement in Learning Resources Services for the City Colleges of Chicago. Chicago: Chicago City Colleges, Learning Resources Laboratory, 1974. 29p. ED 111 485.

This report summarizes 22 major recommendations which have arisen from a one-year exploration of the issues involved in the development of a metropolitan learning resources service for the multi-campus city colleges of Chicago. It is urged that a council of professional educational technologists from the region be assembled to analyze the needs of adult learners as expressed in recent surveys, and develop strategies for meeting individualized instruction needs on and off-campus from the point of view of educational technology. It was also recommended that a prototype service be initiated, based on resource sharing, and providing for compensation, either direct or in kind, for services rendered. A users advisory board would also be formed.

113. Giltrow, David. Planning for a Regional Learning Resources Service: An Exploratory Document. Chicago: Chicago City Colleges, Learning Resources Laboratory, 1976. 17p. ED 111 484.

An instrument was designed which will be used to elicit from colleagues their direct reactions as to the issues involved in the development of a metropolitan learning resource service. Sets of questions and items lay out the broadest range of functions, services, organization, governance, and funding which are feasible for such a service. It is expected that responses to the 12 stimulus questions will lead to a clearer formulation of crucial and significant issues.

114. Guidelines for a Nonprint Materials Core in a Learning Resource Program. Sacramento, Calif.: California Community Colleges, Office of the Chancellor, 1973. 15p. ED 101 811.

There have been standards for space utilization of the traditional library since 1966, but these provided for print materials only. The purpose of this report is to provide standards for the nonprint materials core (audiovisual, TV, production services, etc.) when planning and evaluating a learning resources program project for California Community Colleges.

115. Holloway, Ralph, Ed. Implementing Instructional Development Through Learning Resource Programs. Volume 1. Mesquite, Tex.: Eastfield College, Learning Resource Center, 1974. 396p. ED 105 812.

At a meeting of community/junior college officials on proposed academic redesign based on learning resource centers, various aspects of instructional development were discussed. Topics include the use of television to extend education, organizing for instructional development, bringing about change, the concept of the learning center, organizing and administering instructional development, the role of the district office, personnel development, and marketing media. A roster of participants is appended.

116. Jensen, Mary E. The Learning Center at Santa Ana College; A Study of Its Development and Operation. Santa Ana, Calif.: Santa Ana College, 1973. 27p. ED 071 656.

A study was undertaken in the 1972 fall semester to evaluate the learning center. Questionnaires were administered to faculty, students, learning assistants, instructors, and counselors regarding their involvement with and opinions about the center. Results showed that all groups had positive feelings about the center, but felt that its

services should be increased, including tutoring in more subjects, and that it should be open during evening hours. This report presents 11 recommendations made on the basis of this study, and the questionnaires are appended.

117. Landini, Albert J. and Ben K. Gold. Proposed Evaluation Design for Los Angeles City College's Auto-Tutorial Programs and Learning Resources Center. Los Angeles, Calif.: Los Angeles City College, 1972. 15p. ED 070 440.

A guideline to a two-stage outcome evaluation for individual courses within a total learning resources center project is presented. Program and process variables are taken into consideration with emphasis on evaluating change in student behavior. The use of behavioral objectives is cited as the best means of determining the difference between treatment groups, and a scheme for using them is advanced. Two flow-charts are provided to serve as guides in conducting the evaluation.

118. Lewis, John. A Comparison of the 1960 Standards and 1972 Guidelines for Community College Libraries. 1975. 10p. ED 105 885.

The history of efforts to establish standards for junior college libraries is outlined. The 1960 Standards for Junior College Libraries and the 1972 Guidelines for Two Year College Learning Resources Programs are broken down into eight main subject areas and compared item by item. The 1972 guidelines are shown to be more general, avoiding quantitative measures. Changes are noted in the stated goals of the library and in the head librarian's control of the budget.

119. Peterson, Gary T. An Analysis of the Learning Center in Community Colleges. Cupertino, Calif.: De Anza College, 1974. 24p. ED 093 371.

A study was conducted to develop a definitive model so that the fields of library science, instructional technology, mass communications, and audiovisual media could define their roles and plan their professional preparation programs. A questionnaire study of community college learning centers was developed around a model based on the premise that there are four major functions of such a center. Of the more than 300 schools responding, almost half contained all four parts of the model. In those centers where all four components exist, 63.9% are contained in one building. Most provide library and audiovisual services with almost 63% also having some non-traditional types of learning spaces. Instructional development is the weak area of service in most centers.

120. Peterson, Gary T. Conceptualizing the Learning Center. 1975. 8p. ED 100 429.

The learning center is an integrated, fully-coordinated facility, combining a number of traditional library, media development, and personalized learning functions. Conceptualizing the learning center is facilitated through a description of the premises for such a center, the components, and guidelines for developing a center. De Anza College's learning center personnel chart is included as an example of one possible personnel configuration. An activity model for learner-centered education shows the role played by the learning center in providing access to learning.

121. Peterson, Gary T. The Learning Center; A Sphere for Non-Traditional Approaches to Education. Hamden, Conn.: Shoe String Press, 1975. 146p. ED 113 317.*

This book provides a model to follow in developing and maintaining a learning center of any size, any educational level, from preschool to college. Basic to the concept presented here are four services: a multi-media library, audiovisual services, non-traditional services and learning activities, and instructional development. Discussions include the interaction of these four elements to ensure that learning will be responsive to individual needs, independent studies, learning handicapped services, tutorial programs, special personnel requirements, management of change, personnel development, and instruction. A survey of existing learning centers, surveys of instructional techniques and facilities, a staffing model, and examples of management statements are also included.

122. Piazza, Charles J. Learning Resource Program for Two-Year Colleges: A State of the Art. 1973. 80p. ED 097 950.

This new approach to library services in the two-year college focuses on meeting the needs of the individual student, and librarians are being urged by researchers to assume a more active role in the instructional process. The learning resource program, which includes many of the fundamental services that enhance learning along with newer media and information retrieval technologies, can assist in implementing the philosophy and programs of the individual institution. Adaptability and flexibility are important to the successful operation of these programs. Two-year colleges with small enrollments may have difficulty building substantial collections: they are urged to develop cooperative arrangements with neighboring libraries, colleges, and communities to compensate for this. It is predicted

that the amounts and types of technology will grow in the future as learning resource programs reflect curriculum and curriculum reflects student needs. An annotated bibliography is provided.

123. Schellkopf, John and others. A Guide to the Development of Non-Traditional Instruction at Los Angeles City College. Los Angeles, Calif.: Los Angeles City College, 1976. 60p. ED 126 964.

This document contains three reports. The first discusses programs of media services--their goals, how they operate, and their functions, and describes the Learning Resources Center at Los Angeles City College (LACC), which emphasizes self-paced individualized instruction and which utilizes a new computerized media delivery system. The second report is concerned with the benefits of using instructional media as well as media production and evaluation. The final report describes the systems approach to education developed by Joseph E. Hill of Oakland Community College (Michigan). Cognitive style mapping is a tool designed to assist the student, instructor, and administrator in determining what method of learning will mean success to both student and instructor.

124. Sheparovych, Zenon B. The Change of Managerial Policies at Essex County College Learning Resources Center and Introduction of Management by Objectives System. Ed.D. Practicum, Nova University, 1973. 11p. ED 088 537.

This paper describes the process of changing from an organization with a tight central leadership and decision-making system to a management system that would guide the organization toward pre-set goals, decentralize decision-making, provide performance standards, improve individual performance, increase motivation, and create participative management. The Management by Objectives (MBO) system was chosen, staff were trained in MBO procedures, objectives were written, and evaluative procedures set up. Findings based on one year of testing indicate that MBO provided considerable administrative improvement.

125. Terwilliger, Gloria H., Ed. Proceedings of the CCAIT Conference (Alexandria Campus, Northern Virginia Community College, May 2-3, 1975). Community College Association for Instruction and Technology, 1975. 105p. ED 110 110.

The papers presented at this conference focus on instructional technology in community/junior colleges. The keynote speaker, F. Elkins, addresses the problem of involving faculty in a learning resources program--teaching them to utilize existing media materials and to develop their own materials. D. Perrin

discusses several models of media center operation and calls on media personnel to become actively involved in curriculum and instruction. B. Folks discusses two new programs at Guilford Technical Institute, a campus-wide peer-tutorial program and self-instructional courses offered for credit through the Learning Resources Center. Other presentations included an annotated list of nonprint materials on instructional accountability, objectives, development, and other teaching related topics; a model for the term approach to instructional development; a staff development model on competency-based learning systems; Northern Virginia Community College's Extended Learning Institute; and evaluation of instructional development.

126. Veit, Fritz. The Community College Library. Westport, Conn.: Greenwood Press, 1975. 221p. Contributions in Librarianship and Information Science Number 14. ED 112 858.*

A study of the learning resources programs of public two year colleges provides a history and overview of the community college itself, followed by discussions of specific aspects of the library or learning resource center. These discussions cover personnel, administrative organization, technical services, materials and equipment, microforms, user services, cooperation and interlibrary guidelines, and facility planning. There is also a chapter which considers the impact of new developments, such as the library college, open education, and educational techniques using the new media and computers. Several sample organization charts and floor plans are provided.

127. Vernon, Christie. An Individualized Program for Learning Resource Center Orientation. Ed.D. Practicum, Nova University, 1975. 66p. ED 114 086.

A completely individualized, self-contained, taped orientation tour of the Learning Resource Center of the Thomas Nelson Community College was developed by the Library Director. The materials were evaluated by administering pretests and posttests to library patrons; the resulting degree of improvement was determined by statistical analysis. It was concluded that the tour was well-received and contributed materially to the general orientation program of the college, to the improvement of student attitudes toward the center, and the improvement of their library skills. The script of the audio tape and the test questions are appended.

128. Voegel, George H., Ed. Using Instructional Technology. New Directions for Community Colleges, No. 9. San Francisco: Josey-Bass, Inc., 1975. 105p. ED 105 939.*

This sourcebook indicates the range of instructional technology currently being used in community colleges. Issues pertinent to learning resource programs which were discussed include how a learning resources center can assist instructors in applying instructional technology, using modules, audiotutorials, and contracts to individualize learning; how a public television station and a community college can cooperate; reaching students who cannot come to campus through a touch-tone dial-access information retrieval system; expanding the learning resources center to become the hub of the college; and developing fair policies of copyright and ownership of college-developed materials. A review of additional pertinent literature and a bibliography are also provided.

129. Vivrette, Lyndon. Learning Center Unlimited. San Luis Obispo, Calif.: Cuesta College, 1974. 14p. ED 088 433.

Cuesta College's learning center is designed to totally support the instructional methods of each instructor, to meet the individual learning and study needs of each student, and to provide cultural and educational resource opportunities to the community. The facility is to be a traditional library, whose total media storage and retrieval capacity does not distort this traditional image or function. A career planning center will be located within the building, so that multi-media career information may be provided to all library patrons. This pamphlet presents the learning center's philosophy, capabilities, and general facility specifications, including a floor plan.

Note: For a related document, see citation numbered 181.

PERSONNEL AND TRAINING

130. Ball, Howard G. Perceptions of School Media Specialists Toward a Professional Curriculum of Instruction. Normal, Ala.: Alabama A and M University, School of Library Media, 1975. 35p. ED 118 077.

Results of a survey of school media specialists in five southeastern states listed the most highly regarded courses in their professional education for both the elementary and secondary specialists. Subjects also rated the importance of various media specialist functions, and "selecting and evaluating resources" received the highest rating. The opinions of the subjects reflected a pragmatic orientation and were influenced by the credentialing criteria of their respective states. This report discusses the research methodology, outlines the results, and presents recommendations for future media specialist education.

131. Ball, Howard G. A Survey of the Issues, Problems, and Concerns Affecting School Media Specialists in the Southeastern Part of the United States. Normal, Ala.: Alabama A and M University, School of Library Media, 1975. 16p. ED 103 028.

To evaluate the current conditions and perceptions of school media specialists, a questionnaire was disseminated to 700 school library media specialists in six southeastern states. Participants were asked to rank 18 perception items on a four-part scale. Most frequently mentioned as "very appropriate" were faculty in-service teaching training, student use of the center, and the convenient location of the facility. It is suggested that media specialists' concerns with such matters indicates need for a more aggressive role in program planning and development.

132. Bedient, Douglas, Ed., and others. Illinois Audiovisual Association Leadership Conference (August 12-16, 1974). Final Report. Proceedings of a Conference, Monticello, Illinois. 60p. ED 102 984.

The present and future roles of professional audiovisual media personnel are discussed in summaries of three addresses and five round-table discussions. The qualifications of a media professional are examined, as well as in-school functions of media personnel, relationships among media personnel, professional ethics, and competencies requisite to the profession. The constraints of copyright on media center operations are also examined.

133. Bender, David R. What We Are About. Baltimore, Md.: State Department of Education, Division of Library Development and Services, 1974. 24p. ED 095 887.

A Delphi survey was conducted with professional media staff in state educational agencies, territories, District of Columbia, and USOE. Survey questions were designed to set organization goals, to plan program activities, and to organize trends facing the supervisors. A poor return from the original mailing necessitated two more mailings. Third round questionnaires identified five goal statements and five trends. Library/media goals included evaluation, research and responsibility, resources, and strategies to help government officials understand the role of media. Trends involved staffing, preservice and inservice education, coordination, emphasis on library/media programs, and administrator apathy.

134. Case, Robert N. and others. Evaluation of Alternative Curricula; Approaches to School Library Media Education. Chicago: American Library Association, 1975. 183p. ED 104 424.*

A summative evaluation study of six experimental school library media education programs was conducted as the final phase of the School Library Manpower Project. The six programs consisted of one at the bachelor's level, four at the master's level, and one sixth year program. Data was obtained from program directors, students enrolled in the programs, program graduates working in media centers or related jobs, and job supervisors of program graduates. The survey indicated that the experimental programs produce acceptable graduates, and that satisfactory procedures had been developed for evaluating the field-relevancy of professional school media education programs. The field work involved in each program was found to be the major factor in making the programs occupationally relevant. The questionnaires used, survey data, and program status reports are appended.

135. Chisholm, Margaret E. and Donald P. Ely. Media Personnel in Education; A Competency Approach. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1976. 378p. ED 119 706.*

The initial chapters of this reference textbook deal with modern education, the philosophy and rationale of a media program, the role of the media professional, user needs, and explanations of functions and competencies. Ten major functions are identified: organization management, personnel management, design, information retrieval, logistics, production, instruction, evaluation, research, and utilization. Chapters devoted to each of the functions include a description of the function and related competencies, a list of resources, a mastery item, and the response to the mastery

item. The functions are synthesized in the chapter on media utilization, and the book ends with some educational scenarios for the future.

136. Educational Media Personnel; A Handbook for Classification. Concord, Calif.: California Association for Educational Media and Technology, 1975. 106p. ED 118 060.*

A model classification for media paraprofessionals was constructed in order to establish salaries, personnel qualifications, useful training programs, administrative procedures, and standardized terminology. The classification plan was developed on the basis of several levels of competence in each of four classes: media center clerical, film library clerical and technical, media preparation and reproduction, and media technical and maintenance. This resulted in 29 separate positions for which job descriptions were developed, including the title, basic job concept, duties and responsibilities, required knowledge or skills, experience, education, and desirable personal characteristics. Affirmative action, training programs, opportunities for promotion, and plans for developing media training curricula were considered, and brief recommendations for executing the plan were formulated.

137. Final Report of the Task Force on Library Manpower and Education to the Council on Library Development. Madison, Wis.: State Department of Public Instruction, Division of Library Services, 1975. 373p. ED 112 902.

In December 1973, the Council on Library Development set up a task force to carry out an integrated study of library manpower and education needs in Wisconsin, and of the resources available to meet those needs. The study was concerned with personnel at all levels, in all types of libraries, media centers, information centers, and similar organizations. Three formal data-gathering processes were developed: a questionnaire for librarians, a questionnaire for public library board members, and an interview schedule for use in on-site visits to library/media education programs. The Task Force made 16 recommendations on credentials, library school curriculum and program articulation, continuing education, and the training of library board members. Appendices provide lists of courses offered in the state's library schools and state certification requirements.

138. Garoogian, Rhoda. The Library Technical Assistant. Brooklyn, N. Y.: Pratt Institute Graduate School of Library and Information Science, 1975. 133p. Pratt Portfolio No. 3. ED 124 177.*

Library Technical Assistants (LTA's) were the subject of a study designed to focus on four areas: the present status of formal LTA training programs, the present and potential job market, duties performed by LTA's, and the attitude of the professional librarian toward the LTA. Data were collected from catalogs of schools offering LTA training programs and a survey questionnaire mailed to public, academic, and special libraries and boards of education in four states. Three major problems were identified--the inability of existing curricula to focus on the support role of the LTA, a definite need for strict delineation of duties for professional, paraprofessional, and clerical personnel, and the fear that LTA's would be hired to replace professional librarians. Questionnaires, criteria for LTA education programs, and bibliography are included.

139. Hodkin, Katherine Story. Differential Staffing Patterns with Job Analyses and Operational Procedures for Salt Lake City School District Media Centers. Provo, Utah: Brigham Young University, Graduate Department of Library and Information Sciences, 1975. 28p. ED 112 899.

Duties of the staff of media centers in the Salt Lake City School District and an analysis of task performances by position are listed. Positions included are head of the school media center/school media specialist, school media center technician, school media center aide, and student aides. Twenty general district operational procedures applicable to any media center are listed, and a bibliography is included.

140. Matthews, Elizabeth W. Characteristics and Academic Preparation of Directors of Library-Learning Resource Centers in Selected Community/Junior Colleges. Summary Report. Summary of Ph.D. Dissertation, Southern Illinois University at Carbondale, 1972. 6p. ED 110 127.

This document summarizes a dissertation based on a nationwide survey probing certain characteristics of the directors of library-learning centers in public comprehensive community colleges. Their administrative duties included service on curriculum committees, staff selection and supervision, and responsibility for library and audiovisual budgets. More than 75% administered library and audiovisual services as an integrated unit, and 95.9% indicated some degree of acceptance for the integrated media concept. Large numbers of the directors had library science educational preparation,

including graduate degrees. Few, however, had prepared specifically for a community college position and 85.6% indicated that an internship would have been useful. Other recommendations for professional training are also discussed.

141. Library Media Specialists' Perceptions of Their Roles and Functions. Normal, Ala.: Alabama A and M University, 1974. 23p. ED 095 889.

In the fall of 1973, questionnaires concerning their professional relationships and goals were sent to 456 school media specialists in the southeastern United States. Responses received from 66% of the survey population indicate that there is a trend toward central locations for school media centers, media specialists are frequently asked to perform extraneous administrative duties, the media specialist needs to solicit teacher patronage and suggestions, specific university training for media work is needed, and the function and use of the media center has improved.

142. Media Purpose and Personnel; Guidelines for the Development of an Instructional Media System, Part One. Salt Lake City, Utah: State Board of Education, Division of Instructional Media, 1971. 28p. ED 066 913.

This illustrated booklet presents key points about the place of media in the classroom with the media subsystem as part of the total learning process. Every school should have a professional media person to work with teachers and students and supervise a supporting staff, including media technicians, clerks, and aides. An instructional media center should be part of every school, providing for large and small group instruction, individualized study, and production of materials not otherwise available. Coordination, supervision, and leadership of the media subsystem are needed at the district level.

143. Petrucci, Martha. Staff Manual for Instructional Material Centers. Fourth Revised Edition. Worthington, Ohio: Media Consultant Service, 1973. 71p. ED 105 809.*

For media center volunteers or inexperienced technicians, a workshop training guide provides reference and assistance in everyday problems and situations that arise in an instructional material center (IMC). Two five-hour days of instruction and participation, using the guide, are suggested for workshops. Step-by-step processing of book materials, using printed card sets and kits, is demonstrated. Samples of cards and media inventory lists are provided. Basic equipment and supplies of a media center are listed and described.

144. Project Escape; A Performance-Based Teacher Education Program. Terre Haute, Ind.: Indiana State University, Vigo County School Corporation, 1975. 10p. ED 117 097.

The unique characteristic of this project is that it has been created, tested, and implemented by practicing professional teachers. Fifty competency-based learning modules were written by teachers from the public/private elementary and secondary schools of Vigo County. These were then tested and placed in a tailor-made "resource center," a portable laboratory which contains all the necessary references for the student to satisfactorily complete the modules and items such as audiovisual tapes, audio tapes, and other general references. These resource centers are placed in all the schools of the county and in several locations at the university. Most of the modules are field oriented and are designed to be completed in the classroom. Practicum and prepracticum teacher education candidates from Indiana State University were placed with the participating teachers for a significant portion of their professional education course sequence.

145. Pugh, Barbara E. A Survey of Responsibilities of Indiana Public High School Audiovisual Personnel. Muncie, Ind.: Ball State University, Department of Library Science, 1975. 60p. ED 107 203.

A survey was conducted of audiovisual personnel in selected Indiana schools to determine the educational background needed by practitioners. Respondents were asked to identify their responsibility for audiovisual equipment and software, budgetary duties, and production of audiovisual aids. Opinions on the value of inservice training programs and recommendations for course content in media-specialist college curricula were also sought. Titles of personnel, size of staff, and audiovisual budget by institution are included.

146. Spalsbury, Jeff R. Equipment and Personnel Needs for an Instructional Materials Center Developing Individualized Instruction. Golden, Colo.: Colorado Individualized Instruction Consortium Project, 1973. 13p. ED 096 990.

This general guideline for a media production center concentrates on the equipment and personnel needs of a media center supporting the development of learning activity packets for individualized instruction. Appendices contain lists of specific materials, both print and hardware, to be used by the project.

147. Sullivan, Marjorie, Ed. Kansas Guidelines for the Supervision of School Library Media Programs. Emporia, Kans.: Kansas State Teachers College, Graduate Library School, 1972. 20p. ED 066 902.

Guidelines to be used by school administrators who are selecting school library media directors, determining long and short term goals for school library media programs at the district level, and evaluating such programs. Topics discussed include the present status of school district library media supervision in the state, why districts should have school library media programs, the goals of such programs and how the director implements them, and some optimum practices for school library media administration. A summary of a 1971 survey reporting data on library media directors in Kansas and statistical information on school districts employing library media directors is appended.

148. Volker, Roger and others. Using Instructional Media; A Guidebook to Educational Media Education. Iowa City, Iowa: Iowa University, College of Education, 1971. 96p. ED 067 837.

This guidebook consists of detailed description of the operation and instructional utility of a wide range of educational media. Topics include instructional displays, behavioral objectives and scripting, still photography, motion photography and video taping, visual literacy and spirit duplicated materials, transparencies and the overhead projector, and audio taping and equipment. Each section is fully illustrated and has detailed instructions.

149. Wiese, Bernice M. Proposals for an Organizational Model, Job Descriptions, and Training Programs for the Supporting Staff of School Library Media Systems. Chicago: Illinois Library Association, Ad Hoc Committee on Manpower Training and Utilization, 1971. 137p. ED 067 112.

This report analyses data from the SERD (Social, Educational Research and Development, Inc.) report (ED 040 723) and presents proposals for an organizational model, job descriptions, training programs, and instructional materials for the support staff of a school library media center.

150. Wright, Andrew. Training for Educational Media Design. An Inquiry Carried Out on Behalf of the Department of Communication Design, Leeds Polytechnic. Working Paper No. 9. London: Councils and Education Press, 1973. 58p. ED 092 078.*

A survey was conducted to determine the need for new media specialists to work in developing educational and training programs. An estimation of the present and future needs for training personnel was analyzed and areas of need and criteria for employment identified. The final section proposes a curriculum and argues for the establishment of new courses. Proposed course objectives are appended.

Note: For related documents, see citations numbered 13, 22, 23, 31, 32, 46, 51, 57, 58, 60, 76, 79, 81, 82, 94, 99, 102, 104, 120, 121, 124-126, 181.

SPECIAL LISTINGS

Resources in Career Education

151. Boeyink, Joann and William Welch. Career Education Resource Center. White Bear Lake, Minn.: Independent School District 624, 1973. 13p. ED 107 774.

Developed as part of an exemplary career education program for junior high school students, this guide describes a career guidance resource center designed to bring together all of a particular school's career guidance materials into one location where occupational, vocational, and educational information is readily available for individual student use. Included in the guide are a list of the center's objectives, a sample floor plan, brief suggestions regarding personnel involved in planning the center, services available, student referral, procedures to be used in establishing the center, some projections for the future, and a job description for the resource center clerk. A list of filmstrips and television and cassette tapes is appended.

152. Brooks, Clair E. Models for Career Education in Iowa; Information Centers in Career Education. Des Moines, Iowa: State Department of Public Instruction, Division of Career Education, 1973. 34p. ED 109 313.

Solutions are suggested for three basic problems: identification and acquisition of materials; effective display of materials; and involvement of personnel and students for optimal functioning of the center. Information centers at three schools participating in the Iowa Exemplary Project are described, with detailed information on cost, space, functions, staffing, the major component of a career information center, and program guidelines. A list of over 200 organizations offering free career information materials and a list of available ERIC materials are included.

153. Career Awareness Resource Center. Final Report. Beaverton, Ore.: Beaverton School District 48, 1976. 161p. ED 127 484.**

The procedures and outcome for developing a cataloging and retrieval system are outlined. Appendices include personnel involved in the project, guidelines for establishing a resource center, materials evaluation form, systems evaluation report, a career awareness resource materials catalog, a report of the teachers' evaluation of a trail career resource catalog, sample interview questions about career resource catalog use, and teacher comments from the career awareness resource catalog interviews.

154. Career Education: Final Report of the K-14 Project in Career Education. Bridgeport, Conn.: Bridgeport Public Schools, 1974. 28p. ED 114 509.

This report covers the period August 1, 1971 to August 31, 1974. The major goal of the project was the development of a comprehensive career education and development program beginning at the elementary level and continuing through high school. A workshop was used to inform personnel in the participating schools about the overall objectives of the project. Another workshop was conducted to develop curriculum guidelines and present information about sources of occupational information for teacher use. The development and implementation of a career education materials center followed, with inservice training sessions on the effective use of the occupational materials. Efforts were also made to involve the community in this program.

155. Career Education Through Multi-Experience Centers. Quincy, Ill.: Quincy Public School District 172, 1975. 123p. ED 110 809.

The overall objective of this project is to develop and implement a comprehensive career education program for special education in the Quincy Public Schools. Progress made toward accomplishing the six objectives is reported, together with evaluation results for each. Objectives included the design of ten multi-experience centers, increased acceptance by regular education staff of special education students, and the development of more positive self concepts in secondary level students. Five appendices include detailed description of the ten career centers, evaluation instruments, reactions and evaluation of multi-experience centers, state certification of personnel, and the project brochure.

156. Careermobile Project, 1971-1974. Final Report. La Crosse, Wis.: Western Wisconsin Vocational, Technical, and Adult Education District, 1975. 49p. ED 112 202.

The Careermobile, which began its operation with approximately 300 commercial career programs, visited 32 schools in the school years 1972-73 and 1973-74. Some 30,000 students had the opportunity to obtain information and guidance concerning career and occupation programs during that time period. Appended materials, which make up the major part of the document, include a 20-page list of the Careermobile's audiovisual materials, public relations materials, forms and evaluation instrument, and an evaluation report.

157. Indiana Career Resource Center; Annual Report: 1973-74. South Bend, Ind.: Indiana University, Indiana Career Resource Center, 1975. 149p. ED 097 470.

This fifth annual report on the activities of the center includes the goals (related to inservice training), staff presentations, inservice and preservice training of teachers, and media editing and production. The center's involvement in career awareness for girls and women and staff support functions are also described.

158. Media Resources: Career Education. Fort Worth, Tex.: Fort Worth Public Schools, 1972. 37p. ED 089 080.

This media resources handbook identifies and describes the diversified instructional aids in the area of career education that are available to teachers through the Career Resource Center. Resources can be used directly in the occupations class in the middle school or in lesson planning and individualizing instruction through student referral to the center. An annotated listing of over 100 filmstrips and accompanying cassettes is included, as well as listings of kits of occupational briefs, career games, Compulearn system (electronic programmed learning), career folios, slides, books, and pamphlets.

159. Meerbach, John. The Career Resource Center. Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1975. 146p. ED 109 590.**

The process of developing and implementing a career resource center is described from conception to evaluation. Six brief vignettes focus on bringing career education into different types of schools. The purpose, goals, and functions of the career resource center are identified and related to the career development needs of students at different educational levels. The organization of an advisory committee, location and physical development of a center, materials and equipment, and an evaluation table are presented as practical considerations. Staffing and specific staff member responsibilities are outlined. Appendices include evaluation forms, various floor plans, and an equipment and price list.

160. Poppe, Jerri and Dan Schultz. Development of Career Education Center for the Junior High Student. White Bear Lake, Minn.: White Bear Lake Independent School District 624, 1973. 36p. ED 107 758.

The guide describes an exemplary project which consisted of establishing and organizing a career education center

as part of an existing junior high school media center complex. It provides guidelines to students for obtaining information from the center regarding self-awareness, job opportunities, and job titles, specific careers, colleges, and private and vocational schools. Also included in the guide are a self-analysis summary, student career interest survey, tips on job hunting, a career development self-test, a bibliography, and a listing of audiovisual materials.

161. Scott, Harry, Jr. Exemplary Career Resource Center for Grades 6 Through 9 in Pennsylvania. Kingston, Pa.: Wyoming Valley West School District, 1974. 27p. ED 120 392.

Questionnaires designed to assess the Career Resource Center (CRC) in terms of information collection, evaluation and storage, client usage, and attitudinal factors were completed by approximately 1,000 seventh and eighth grade students. Program objectives, evaluation methods and procedures, findings and their analysis for each objective, and recommendations are discussed. Supporting data is provided.

Ethnic Minorities

162. Benham, William J. An Indian Education Resources Center. Paper presented at the Annual Indian Education Conference, Tempe, Arizona, April 1975. 8p. ED 129 509.

A field service office of the Bureau of Indian Affairs was established in Albuquerque, New Mexico, and part of the Washington-based education staff located there. In August 1972, the name was changed to the Indian Education Resources Center. The Center's main goal is to serve Indian education by providing leadership or help for change, and resources for improvement and advocacy of Indian rights. It provides services to Indian students enrolled in public and federal schools and colleges and universities. This paper discusses the services of each of the five divisions: the Division of Evaluation, Research and Development; the Division of Continuing Education; the Division of Educational Assistance; the Division of School Facilities; and the Division of Educational Audiovisual Services.

163. Bromberg, Eric. Media Services in the Bureau of Indian Affairs Schools. A Report and Recommendations. Albuquerque, N.M.: Bureau of Indian Affairs, 1972. 20p. ED 081 565.

Recognizing the lack of adequate media resources in Bureau of Indian Affairs (BIA) Schools, this Department of the Interior

report recommends the mandatory placement of an educational media specialist in all areas where there are BIA schools. The media program, which would use new funds, could be established by fiscal 1975. Further recommendations include: the media center--school applications, extra-curricular potentials, and dormitories; the administrator and the media center--comprehension of the role of the media center and supervision; the media center director; and standards for learning centers. A proposed budget, materials to be used, and a personnel plan are also included.

164. Cherokee High School Educational Specifications. Cherokee, North Carolina. Cherokee, N.C.: Eastern Band of Cherokee Indians, 1969. 79p. ED 129 517.

This document presents the educational specifications for the Cherokee School and Community Learning Center. Specific topics include the initial planning and procedures, beginning in 1967; justification of need; student characteristics; general education philosophy and program description; educational program considerations (including facility size and equipment); and the campus complex description. Facility and instructional specifications are presented as well as objectives for an instructional materials center, a communications center, a social studies center, mathematics center, practical arts center, fine arts center, health and physical education center, student union center, and administration and pupil personnel center, and housing requirements.

165. Meinke, Dean L. and David I. Glick. Afro-American Curriculum Office and Resource Center. ESEA Title III, Toledo Public Schools, Toledo, Ohio. Toledo, Ohio: Toledo Public Schools, 1973. 255p. ED 086 783.

The general purpose of this center is the upgrading of the instructional level and the material resources concerning the Black American's contributions to this country's past and the present. Although the project was directly administered by the Toledo Public Schools, it was designed to serve all public, private, and parochial school systems in the metropolitan area. A staff of seven people was hired to operate the project: a project director, three teachers, a certified librarian, a secretary, and a library aide. A central resources center was established with current holdings of 1640 book titles and 650 audiovisual titles. Curriculum materials were developed and distributed to teachers on all grade levels. Presentations, demonstrations, speakers, and long-term institutes were employed to provide teachers and other interested personnel with the background to handle the instructional materials.

166. Streiff, Paul R. and Virginia Streiff. Impact: The Effects of a Rich Information Source on Alaskan Eskimo Students and Their Teachers. An Evaluation of the Bethel Regional Library/Media Center. Bethel, AK: Bureau of Indian Affairs, Bethel Agency Office, 1976. 253p. ED 127 078.

This study was designed to assess the quality of the Bethel, Alaska Regional Library/Media Center as an exemplary operation and measure the impact of the center's services on its Eskimo elementary student users. In an effort to distinguish between the effects of library use and the effects of other variables on the user, the following data sources were utilized: the proposal for continued funding under Title III of the Elementary Secondary Education Act; library use records from each of the sample schools; reading preference questionnaire (fourth and fifth graders); teacher background questionnaire; library media questionnaire; informal interviews; library media use questionnaires; Cloze tests; and Metropolitan Achievement Test. Statistical analysis indicated that the center was unquestionably an exemplary resource and its impact upon the Eskimo student user was beneficial.

Environmental, Health, and Military Resource Centers

167. Childress, Ronald B. Mobile Environmental Education Laboratory. Kingsport, Tenn.: Kingsport City Schools, 1973. 17p. ED 073 922.

The purpose of this project was to plan, develop, and implement a demonstration environmental education program utilizing a mobile laboratory for conducting experimental studies. Project objectives, philosophy, and approach of the program, curriculum development activities, and inservice training are described. Side, top, and rear views of the mobile van and its compartments are provided, as well as a list of materials and equipment included in the unit and a cost analysis of the project.

168. Rabkin, Frieda H. Learning Center Guide; Helen Fuld School of Nursing. New York: Helen Fuld School of Nursing, 1975. 8p. ED 107 233.

A guide to the services of the school learning center lists and describes noncirculating materials, including reference books, reserve materials, magazines, the vertical files, and audiovisuals. Borrowing rules and fines are discussed. A guide is provided to the classification system, along with a simplified explanation with examples of how to use the card catalog.

169. Spangenberg, Ronald W. and Edgar A. Smith. Handbook for the Design and Implementation of Air Force Learning Center Programs. Lowry AFB, Colo.: Air Force Human Resources Laboratory, 1975. 111p. ED 130 012.

Guidelines are provided for designing and implementing a performance-oriented learning center program, an approach to training which emphasizes the application of instructional technology in helping the individual or individual team to learn more effectively. Sections are entitled Orientation, Establishing a Learning Center, Courseware Preparation, Media Courseware Production, Hardware, Learning Environment and Carrel Design, Physical Plant, and Quality Assurance. Recommendations and working conclusions are presented in a simple how-to-do-it manner. Many additional resources are cited for those who desire to explore various aspects of instructional technology as applied to learning center programs. Information on selecting equipment for school media centers is appended. Explanatory illustrations and tables are provided throughout the text.

170. Tuosto, August A. and Lorraine Beitler. Facilitating the Learning and Teaching Process Through an Allied Health Learning Center at New York City Community College: A Multi-Media Presentation. Presented at the Council of Associate Degree Programs, Regional Program Meeting in Conjunction with the Annual Meeting of the American Association of Community and Junior Colleges, Seattle, Washington, April 1975. 28p. ED 114 136.

This document reproduces a filmstrip and accompanying narrative describing this learning center. Using a team of content faculty, specialists in learning methodology, and a media production staff, the center services 1,800 students and 180 faculty members in seven career departments. The primary goal is to facilitate the mastery of necessary learning skills in order to support and advance the instructional objectives within the career curricula. Diagnostic testing is provided and a comprehensive student data system has been developed. The center provides modules of instruction, multi-media aids, study group sessions, and peer assistance in an open lab learning environment. Seminars are given to increase student proficiency in skills specifically related to licensure and certification examinations, and career information is disseminated. Faculty workshops and seminars are conducted to promote professional development.

Public and School Libraries

171. Haycock, Ken. The School Media Centre and the Public Library: Combination or Co-operation. Toronto: Ontario Library Association, School Libraries Division, 1974. 18p. ED 100 293.*

In considering possible combinations of public and school library services, thought must be given to the varying roles of the two kinds of libraries, the location of the facilities, the collection and circulation of materials, hours of services, qualifications of staff, system services, and community involvement. Some school-housed public libraries may work quite well, but this must be determined by the measurement of program and services against solid criteria. Combinations of public and school libraries may be more economical in some cases, but the most important consideration is good service. Dual purpose organizations of this nature are often mediocre or worse. However, the school media center and the public library may find ways to cooperate with each other and work together for more effective service and use of the tax dollar. A bibliography is included.

172. Johnson, Scottie McIntyre and others. Planning Audiovisual Services in Public Libraries. Austin, Tex.: Texas State Library, Department of Library Development, 1975. 271p. ED 110 005.

This manual, designed to serve as a basis for a workshop series, provides assistance in the evaluation, selection, and utilization of audiovisual materials and equipment. Four stages in planning a media program are outlined, followed by sections detailing information on films, video, audio, and projected stills. The annotated bibliography provides access to further information on media formats, administration, and programming.

173. Public Library and School Library Organizational Relationships and Interlibrary Cooperation; A Policy Statement. Madison, Wis.: State Department of Public Instruction, Division of Library Services, 1976. 7p. ED 129 321. (Available free from Publication Sales, Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.)

The Division of Library Services supports the development of formal and informal cooperative arrangements between public libraries and school media programs, though it does not recommend consolidation of the two kinds of libraries. Areas suitable for cooperative activities include holding joint meetings, developing interlibrary loan arrangements, joint ordering and processing of materials, and exchanging lists of resources. The two institutions might also undertake joint training or planning sessions or conduct special exhibits or programs together.

174. School-Housed Public Library Committee Report. Springfield, Va.: Fairfax County Public Library, Fairfax County Schools, 1973. 45p. ED 111 328.

The feasibility of combining school and public libraries in Fairfax was studied. Case studies were made of attempts by 23 localities in 12 states to combine school and public libraries. Several surveys were conducted to compile applicable laws, regulations, and standards. Four statistical tables were prepared which display information gathered from a questionnaire surveying student and public use. A copy of the questionnaire and a bibliography are included.

175. Robinson, Paul V. The Public Library as a Multi-Media Institution. New York, Columbia University, Teachers College, 1974. 123p. ED 100 302.

Of the wide variety of media used for information, instruction, and entertainment in the United States, only a small variety is available through the public library. Selection of appropriate media formats for library acquisition depends upon local needs. To increase the variety of media available, several models of interinstitutional cooperation, networking, and consolidation may be used. To increase cost effectiveness, more preliminary research on media utilization and costs is imperative. New media in the library will create new personnel needs. Media specialists, teachers, and a variety of paraprofessionals, as well as librarians, will staff multi-media libraries. Data on the inclusion of non-print media in library budgets and a bibliography are included.

176. School-Public Library Services Within a Community; Problems & Questions on Consolidation. A Policy Statement. Bulletin No. 6539. Madison, Wis.: State Department of Public Instruction, Division of Library Services, 1976. 9p. ED 129 322.

Consolidation of school and public libraries usually results in a decline in adult library use and inequity of support for various geographical locations could develop. There are also legal questions that have not been resolved about use of school collections by non-public school students. Experience in Wisconsin and reports in the literature do not show that such consolidations save money. In determining this policy position, the Wisconsin State Library, School Library, and Public School Agencies considered such factors as facilities, staffing, decision-making authority, financing, collection, and administration. Single paragraph descriptions of the three existing Wisconsin consolidated libraries and a bibliography are appended.

177. Woclard, Wilma Lee B. The Combined School/Public Library Concept: Will It Work? M. S., Illinois State University, 1977. 136p. ED 140 805.

This study investigates the feasibility of combining school and public libraries. Fifty-five libraries confirmed their status as combined facilities and provided data. It was concluded that communities with less than 10,000 residents which are in need of public and school facilities can provide optimum conditions for the development of combined facilities. Benefits identified by residents included better selection of materials, making library service available for the first time, elimination of duplication of materials, availability of multi-media programs and services, and better school-community relationships. Weaknesses identified included failure of the board to define areas of responsibility and lack of coordinated leadership of governing boards. Brief descriptions of 14 exemplary programs and a listing of public/school libraries in the United States are also included.

Note: For related documents, see citations numbered 40, 53, 164.

Budgeting

178. Carrison, Dale K., Ed. A Media Resources and Services Budgetary Analysis and Allocation System for the Minnesota State College System. 1974. 12p. ED 099 004.

The proposed system is designed to help administrative personnel make decisions concerning future needs. This plan used for the state college system proposes a media materials budget based on three components--an annual base budget for each institution, a materials budget based on full-time-equivalent student and faculty (to be divided 85% for program materials and 15% for special allocations), and a collection deficiency supplement, to be determined by a formula called minimum materials collection size. A media services staffing formula is also proposed, based on the amount of public services, technical services, and production services.

179. Humphrey, David A. Program Budgeting and Educational Communications Centers. Paper presented to the New York State Educational Communications Association, Grossinger, New York, November 1972. 16p. ED 071 419.

Ways to justify the large budget for these centers, which bring together many pieces of the budget formerly kept in

separate areas, are presented. Those in charge of technology must be sure that every piece is serving a function. To do this, four questions should be asked. What is the present purpose of each item? What is its former function? What are the goals of the program? What resources will meet those goals? Four resources are available: personnel, materials, facilities and equipment, and money. As a result of this analysis, the part that each piece of equipment plays in achieving goals should be clear, and understanding should be imparted of how a budget increases when one reviews how money has been spent, not just how new money will be spent.

180. Loertscher, David V. Budgeting for School Media Centers: An Annotated Bibliography. Stanford, Calif.: ERIC Clearinghouse on Information Resources, 1975. 26p. ED 115 263. Available from Syracuse University Printing Services, 125 College Place, Syracuse, New York 13210 (IR-14: $2.00).

Books, journals, and articles on the subject of program budgeting are included in this listing of over 70 items. The three main categories covered are: (1) Helpful Treatises on Budgeting from General Education; (2) Philosophical and Practical Statements from the Library and Audiovisual Fields; and (3) Practical Tips and Suggestions. Sources of sample budgets are included.

181. Thomson, Sarah Katharine. Learning Resource Centers in Community Colleges; A Study of Budgets and Services. Chicago: American Library Association, 1975. 146p. ED 118 159.*

A study of the interrelationship between expenditures and service programs in 27 community college library learning resource centers in California, Florida, Illinois, New Jersey, Missouri, Ohio, Texas, Virginia, and Maryland was conducted. Three data gathering tables of staffing, media production, library instruction, and media advisement were sent to library directors, and key personnel were interviewed. Information gathered at these interviews covered: features of the learning resource program; budgets, purchasing, and grants; student utilization of media hardware and software; and production of audiovisual materials. Statistical data from the interviews are reported in 22 pages.

Note: For related documents, see citations numbered 29, 32, 64, 65, 73, 82, 95, 96, 99, 104, 118, 145, 175.

Production and Equipment

182. Drake, Miriam A. and Martha Baker. Audio-Visual Equipment Depreciation. RDU-75-07. Lafayette, Ind.: Purdue University Libraries, 1975. 70p. ED 112 928.

A study was conducted to gather operational and budgetary planning data for the libraries and audiovisual center. The objectives included completion of a current inventory of equipment, determination of useful life data for general classes of equipment, and determination of book value, depreciation, replacement schedule, and annual replacement costs for the current inventory. Essential data on each piece of equipment were key punched and a computer program written to produce the following data for each group of equipment: (1) annual purchases in units and dollars, annual depreciation, current book value, and annual scrap units or units to be replaced. Statistical tables were developed on useful life by class of equipment, annual depreciation of current equipment, book value and depreciacion write off of audiovisual equipment. Annual summaries of purchases and depreciation for all equipment types and history of purchase of each class of equipment are included.

183. Schmid, William T. Cost Accounting: Production and Equipment Services. Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Anaheim, California, March 1976. 5p. ED 122 842.

Cost accounting for audiovisual productions should include direct costs, and in some cases, the media administrator may have to calculate a per-hour surcharge for general operating overhead as well. Such procedures enable the administrator to determine cost effectiveness, to control cost overruns, and to generate more staff efficiency. Cost accounting also involves depreciation of audiovisual equipment, and two methods for calculating depreciation are given.

Note: For related documents, see citations numbered 10, 18, 22, 23, 25, 29, 31, 51, 58, 61, 75, 79, 87, 93, 95, 96, 101, 106, 107, 114, 125, 126, 135, 146, 148, 169, 173, 181.

Facilities

184. Baker, Martha. Audio-Visual Space Reorganization Study. RDU-75-05. Lafayette, Ind.: Purdue University Libraries, 1975. 63p. ED 112 927.

Space layout and work flow patterns in the audiovisual center at Purdue University were studied with respect to effective space utilization and the need for planning space requirements in relationship to the activities being performed. Space and work areas were reorganized to facilitate the flow of work and materials between areas, and equipment and material storage was reorganized to expedite retrieval and restocking. Ten diagrams show equipment circulation forms, paper flow, and plans of the rooms involved in the proposed change. Current plans, present and planned space requirements, and guide for the reorganization of equipment and media are appended.

185. Buckingham, Betty Jo. Plan for Progress in the Media Center. Facilities. Des Moines, Iowa: State Department of Public Instruction, 1973. 36p. ED 077 192.

This handbook attempts to provide a clearer understanding of space planning problems and of a vocabulary for communication among the various personnel involved in design. Educational decisions and planning steps are discussed, and a chronology and staff involvement chart are presented. Functional relationships are outlined, space juxtapositions diagramed, and design considerations, furniture and equipment, and special installations are discussed. A categorized bibliography is included.

186. DuMond, Ernest G. and Benjamin F. Meffert. Facilities for School Library Media Programs. Albany, N. Y.: State Education Department, Division of Educational Facilities Planning, 1972. 18p. ED 082 764.

The center should be an attractive facility allowing a wide variety of activities to take place simultaneously. Areas should be designed for the following functions: study, large-group instruction, offices for media personnel, work areas for technical processing and the media equipment, faculty study and meetings, production, and storage. Recommendations for each of these areas, a floor plan, and recommended collection sizes are included.

187. George, Edward A., Ed. Worksheets for Planning Media Facilities. Harrisburg, Pa.: State Department of Education, Bureau of Instructional Support Services, 1971. 39p. ED 081 201.

A set of checklists are provided to assist in planning for new media facilities or remodeling existing facilities in primary and secondary schools. Separate worksheets are provided for five distinct sections of the media center--the general use area, the circulation area, the administrative area, the large group instruction area, and the individual instruction area--and for a dozen other components of the school. These include classrooms, the graphics laboratory, the photographic production area, a special use area, the mechanical production area, the language laboratory, the learning laboratory, the planetarium, the dial access retrieval area, the television facility, the special experience laboratory, and the technical repair area. Individual lists of technological facilities and resources are provided for each area.

188. Media Center Facility Design for Maryland Schools. Baltimore, Md.: State Department of Education, Division of Library Development and Services, 1975. 41p. ED 107 297.

A set of flexible guidelines for new or renovated centers is presented here. Steps are outlined for assessing the needs and objectives, and a checklist and timetable of planning procedures is provided. Space and design considerations are explained, including minimum space allocation and a checklist of suggested furnishings. The responsibilities of the media supervisor, the building specialist, and the architect in drafting the final plans are listed.

189. Physical Facilities Win Users. Madison, Wis.: State Department of Public Instruction, Division of Library Services, 1975. 51p. ED 116 624.

Construction and remodeling of libraries should insure that the resulting building be functionally efficient and that it provide an attractive environment for the library user. Providing a list of objectives, space estimations, schematic use diagrams, and a description of the desired atmosphere can assist the architect in designing a building that pleases the library staff as well as the community of library users. This document is a collection of brief essays that discuss various aspects of library design.

190. School Building Design and Audio-Visual Resources. London: National Committee for Audio-Visual Aids in Education, 1975. 53p. ED 111 366.*

Materials used in the construction of new schools should provide adequate sound insulation and acoustical and viewing conditions in all learning spaces to facilitate the use of audiovisual resources. General learning areas will vary in design specifications according to the number of students they are to serve. Additional requirements must be considered for special areas such as music, art, drama, business and vocational classrooms; science and language laboratories; and the library and media production center. Diagrams and floorplans are used to chart reception and antenna patterns for various broadcast equipment.

191. School Libraries: Their Planning and Equipment. London: School Library Association, 1972. 71p. ED 087 097.*

Elements discussed reflect answers to questions dealing with the relationships of book accessibility to book segregation, fetch-and-take to sit-and-read, browsing to studying, book protection to student encouragement, discipline to comfort and relaxation, and talking to silence. The text covers in detail such topics as the design of study carrels, the amount of shelving, the provision for reference books, the place for the careers library, the disposition of class and subject libraries, and the height of bookstacks.

192. Simpson, Lynne S., Ed. Planning for School Media Facilities: A Step by Step Guide to Preparing Educational Specifications. Boston, Mass.: State Department of Education, Bureau of Library Extension, 1975. 68p. ED 114 094.

This straightforward, checklist approach to the planning of media and learning centers covers how to get started, the analysis of instructional needs, determination of alternatives, development of specifications, and communication with the architect. Within these topics, explicit organizational, spatial, and environmental standards are presented. Sample specifications for a facility in a 2400-student high school are included in the appendix, as well as additional sources of information.

Note: For related documents, see citations numbered 2, 13, 20, 23, 25, 26, 29, 42, 46, 51, 52, 58, 76, 79, 82, 94, 96, 101, 102, 104, 121, 126, 129.

ERIC DOCUMENT PRICES

Documents with ED numbers listed in this paper may be ordered from: ERIC Document Reproduction Service (EDRS), P. O. Box 190, Arlington, Virginia 22210. Order by ED number. A check for the price of the document, plus postage, as figured by the following price charts, must be enclosed with orders. These documents cannot be ordered from individual Clearinghouses.

MICROFICHE (MF)

Number Fiche each ED#	Price
1 to 5 (up to 480 pages)	$ .83
6 (481-576 pages)	1.00
7 (577-672 pages)	1.16
8 (673-768 pages)	1.33
Each additional microfiche (additional 96 pages)	.167

PAPER COPY (HC)

Number Pages each ED#	Price
1 to 25	$1.67
26 to 50	2.06
51 to 75	3.50
76 to 100	4.67
Each additional 25 pages	1.34

POSTAGE

First Class:	Price
1 to 3 microfiche only	13¢
4 to 7 microfiche only	24¢

Fourth Class:

(Total MF or HC pages ordered)

75 or fewer (1 lb)	30¢
76-150 (2 lbs.)	41¢
151-225 (3 lbs.)	52¢
226-300 (4 lbs.)	63¢
301-375 (5 lbs.)	74¢
376-450 (6 lbs.)	85¢
451-525 (7 lbs.)	96¢
Each addition 75 (8 lbs.)	08¢

(Allow 3-4 weeks delivery time from date of order for fourth class mail.)

DETERMINING UPS CHARGES

Expedited delivery is available by requesting UPS delivery and including payment. Charges are based on total weight of order and final destination. The rates below are maximum charges for this service from Arlington, Virginia. It will be the customer's responsibility to calculate the correct amount or to send in maximum amount; overpayments will be refunded on request.

75 or fewer MF or HC pages (1 lb.) . . .	$ .99
76-150 MF or HC pages (2 lbs.)	1.27
151-225 (3 lbs.)	1.55
226-300 (4 lbs.)	1.84
301-375 (5 lbs.)	2.12
376-450 (6 lbs.)	2.40
451-525 (7 lbs.)	2.69
Each additional 75 MF or HC pages (8+ lbs.): Cost may range from	2.79 to 14.85